Education – 1927
Discussions.

AGE-HERALD
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SEP 5 1927

The Advancing South

BY EDWIN MIMS
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ALONG with the work of the Southern Interracial Commission in affecting public opinion and in the achievement of tangible results is the intelligent and sacrificial work of a group of Southern men who have become the executive officers charged with the administration of funds appropriated by the General Education Board, the Slater Board, the Jeanes Board and the Rosenwald Board for the improvement of negro education. Northern philanthropy is not a new thing; what is noteworthy is that the men who have provided these funds have called into consultation wise Southern leaders to be members of the various boards and have chosen as executive officers the best types of Southern men. They have felt that the whole country is responsible for the mistakes of reconstruction and that much indiscriminate philanthropy has done more harm than good. They have, therefore, sought to undo some of the mistakes of the past and to establish channels through which the most intelligent cooperation between all the forces that are interested in the right training of the negro race may flow.

The man who has played perhaps the biggest part in this adjustment is Dr. James H. Dillard, president of the Slater and Jeanes Boards, a member of the General Education Board and an adviser of the other agencies that have been mentioned. Dr. Dillard is by inheritance, training and temperament an almost ideal Southern gentleman. A native of Virginia, a professor of the classical languages at Washington and Lee and later at Tulane, a leader in the movement for the improvement of educational standards throughout the South, he must have hesitated to give his life to a field of work that has not lain within the sphere of Southern ambition. The decision once made, he has displayed an intelligence, a statesmanlike grasp of actual conditions, a tact in working with all sorts of people, and a wholehearted devotion to the cause of negro education that entitle him to rank with the builders of a new order. Not so eloquent as was Dr. J. L. M. Curry in pleading before state legislatures and larger assemblies for the right training of negroes, nor so forceful in speaking to the religious conscience of the churches as was Bishop Haygood—men who, as agents of the Slater Board, did a monumental work as pioneers in a new field—Dr. Dillard has, over a longer period of time, displayed rare gifts of patience, unceasing energy and courage. He has had the confidence of the best Southern people, and has thus been enabled to help secure county and state appropriations to meet the propositions of the boards he represents. He has impressed men of the North as understanding better than anybody else what is the wisest distribution of funds, and he has won the cooperation of the negroes themselves, and especially of those who are more concerned with progress, however slow, than they are with airing their grievances. In the face of all theorists and all radicals he has maintained that a little progress is encouraging and that true wisdom is found in taking the next step rather than in anticipating an ideal program. "Because a thing is reasonable it cannot always come to pass at once," is the philosophy of a man who believes in getting back of words to things.

Men of like calibre are Jackson Davis, of Virginia, who, after much experience in his own state in dealing with local problems of race relations and real improvements in agriculture and education, was chosen by the General Education Board as its special representative in the distribution of funds throughout the entire South, and more particularly in assisting various state supervisors of negro schools; Leo M. Favrot, noted for his practical achievements in Louisiana and now active as agent of the General Education Board in extending his ideas and plans to the entire South; B. C. Caldwell, also of Louisiana, the special assistant of Dr. Dillard, and S. L. Smith, who, after being for several years the supervisor of negro schools in Tennessee, is now the general agent of the Rosenwald Fund for the building of negro rural schools, and who, with the funds at his command and with the appropriations of state and county boards as well as the contributions of white and black citizens, has been largely responsible for the expenditure of more than $12,000,000.

All these men, and others who might be mentioned, are in constant touch with each other and with the Commission on Interracial Cooperation and its committees, state and local, which have often helped them to accomplish specific results. It is quite patent that such committees can be of active aid in bringing individuals and organizations to help the public take advantage of the funds that are available, while at the same time the committees find their work made easier and more substantial by the concrete objects that the representatives of these funds have in mind.

Furthermore, all of these agencies are vitally related to the leading negro institutions. Principal Moton, of Tuskegee; Principal Gregg, of Hampton; Dr. Isaac Fisher, of Fisk, and President John Hope, of Morehouse College, Atlanta, have been from the beginning active members of the Southern Commission and have helped to mould its policies and execute its plans, while a host of men in various states and counties have manifested the same spirit. The work of the General Education Board in helping provide colored demonstration agents in farming and in domestic science, or of the Slater Board in providing special high schools for industrial and teacher training, or of the Jeanes Board in supplying supervisors of negro rural schools, would have been impossible if these higher educational institutions had not supplied trained workers.

The recognition of their valuable service is the explanation of the fact that at this present moment the Southern people are giving money to the Hampton-Tuskegee endowment fund. The headquarters of the campaign in the South are in the office of the Interracial Commission, and the committees, state and local, are the agencies through which the campaign is being conducted. After half a century of the work that these institutions have done along the very lines that white Southerners have emphasized as fundamental for the race, the response has been liberal. The same spirit caused the white citizens of Nashville to subscribe $50,000 to Fisk University a year ago.

One can get just a bit nearer to the working of all these forces by considering them, not in the aggregate, but as seen in a single county. Six years ago Miss Mary Sanders, who had been teaching for several years in Southwestern University, at Georgetown, Texas, was elected superintendent of the schools of Williamson County. Born and bred in the South and trained at the University of Chicago, she brought to her strenuous duty of looking after the interests of 7,000 school children fidelity, intelligence and consecration. She soon saw that the schools for negroes were totally inadequate, that the buildings were either dilapidated shacks or almost equally dilapidated churches, that one teacher was sometimes in charge of 90 pupils, and that the white people, many of them members of the Ku Klux Klan, were actually antagonistic to any kind of education for the colored race. She found also that in some districts the negroes were paying more taxes than they received for their schools, and that the state funds that were apportioned to negro schools were actually being used by white schools.

(Continued Monday.)

Balking at Negro Education

PLATFORM speakers and solicitors of financial aid for larger educational advantages for Negroes are telling us that many friends of the Negro, formerly generous financial supporters of this cause, are frankly balking now when called upon to render much-needed financial assistance, sometimes withholding even their influence where it would count heavily toward success of a given financial project or campaign.

One of the reasons alleged is the economic progress of the race. Really it is not the *real* progress, but the spectacular and elaborate outward show which is interpreted as such. Now, the Negro is making economic progress. Otherwise he would not be worthy of a place in the social order. But "all that glitters is not gold," and just as in the case of others, prosperity is not always commensurate with outward show and seeming. It is claimed that the Negro's increase in the number of fine homes owned, costly clothing worn, and expensive automobiles purchased argue strongly against his expecting to receive help from other than his own group for his education; that what he is expending in these items he should put into his own education; that he is waiting for others to do for him what he is capable of doing for himself.

In all of this there undoubtedly is merit for the argument of self-help on the part of the Negro in the matter of his educational advancement. But this argument is easily capable of abuse to the extent of gross social injustice. That many Negroes are living beyond their means in the effort to keep step with the social pace, and that many others still lack the sense of social responsibility, are obvious facts. But over these the group has no means of effective social control any more than our white friends can control the prodigal waste of three million dollars in gate receipts to witness a brutal prize fight. It is difficult to enforce virtuous conduct upon an entire group, however much the leaders of the group may desire such conduct for the masses.

Also it is false logic to conclude that the Negro is lacking in the spirit of self-help simply because some Negroes are apparently indifferent to the needs of the group. Facts and figures prove the contrary. It was affirmed at the recent annual meeting of the Board of Education of the Methodist Episcopal Church that college enrollment in this church's Negro schools for this year is "ten times as great as it was five years ago, and the annual cost of operation has reached a million dollars, of which *the Negroes themselves supply $650,000 in contributions and fees.*" This so commendable a record of self-help is paralleled in practically all the Negro

denominations struggling so heroically to maintain their several church schools.

To those who are inclined to balk on giving aid to Negro education is it not equally convincing to observe that the social passion for uplift and advancement of a disadvantaged group is not conditioned upon the whole group reaction in its own interest primarily, but upon the community's sense of the group need and the capacity of the community to meet that need? The returns of the educational adventure are for the social good ultimately and not for the single group. The maintenance of educational facilities is a charge against the public rather than against the smaller group itself. Is there within the American populace any other group, except the Negro, that is called upon to maintain its own schools; to educate its own youth? Perhaps the Jews come nearer than any others. Because of religious considerations this is of their own choosing. But are there not held periodically nation-wide financial campaigns to which all generous Americans of every color and race contribute for Jewish institutions, educational and otherwise? Why must the Negro be singled out as the one group in American life whose educational progress must be dependent upon only his own economic condition?

Manifestly how unfair it is to the Negro for the body politic to have exacted of the Negro 250 years of enforced unrequited labor, and now to be requiring of us thus exploited that we educate ourselves in all but the elementary branches of learning. Let it be remembered by those who require us to "make brick without straw" that the Negro is in the clutches of an industrial system and a racial prejudice that handicap his economic progress by means of the most inflexible trade unionism in the country's history. This regulates his standard of living and almost directly determines the relatively small margin of money he can release from the sheer necessities of living to channels of education.

Education is the right of every child, whether he be born of parents of one race or another. If rising academic standards and race prejudice in the great universities of the North are designed to restrict Negro applicants from successful entrance therein in large numbers; if State governments of the South continue to appropriate millions to their universities and colleges while for the most part they hand out a few sparse thousands for Negro "education," is there not somewhere in philanthropists and great educational foundations of the country a sufficient social conscience to see that the Negro, pushed out and neglected by even the State, shall have ample opportunity through his racial institutions for some educational advance? Balking on Negro education has no basis in logic and does not conform to the desire for the public good. While the Negro is giving and will continue to give for his own education, his position in the nation makes adequate educational facilities for him impossible without the continued general assistance from those who are his friends.

The Effect of A Silent Parade

By JESSE O. THOMAS

A few days ago in the city of Atlanta there was a silent parade made up of the Boy Scouts of this community and their friends in the streets of Atlanta. Policemen piloted the parade and moved the traffic off the streets. The Parent Teachers' Association, the Kiwanis Club, the Rotary Club, the Civitan and other civic fraternal organizations joined the parade. Every Scout unit had a staff in his hands on which there was a banner with the following inscription:

"Boy Scouts are helpful," "Boy Scouts are Loyal," "Boy Scouts are Friendly," "Boy Scouts are Patriotic," "Boy Scouts are Trustworthy," etc.

On the automobiles of the various organizations were banners carrying the expression, "Parent-Teachers' Association, Rotary, Kiwanis or what not, appreciates the Boy Scout."

One could not observe this parade without being tremendously impressed with the force of the numbers and ideals on the banners they carried. These expressions suggested another parade to the writer. I wonder what would be the effect on the mind of the city fathers and other leaders of education and social progress, if the Negro children who are in the triple session of the public schools and those who receive less than a half school day's opportunity for education, should march in a silent parade through the streets of Atlanta.

They might also carry banners on which there might be an appeal made for a seat and a chance to be educated. We suggest to the various organizations in our group and leaders of thought life among us to consider the practicability of having a silent parade of the students referred to, in an appeal for better educational opportunities for these children, who are victims of our double and triple session. Since the burning of the Ashby Street School the conditions of the Negro children in the Fisrt and Fifth Wards are indescribable.

Independent
24-27
Atlanta Ga

THE EFFECT OF A SILENT PARADE

(Continued from Page 1)

Journal
2-24-27

RICHMOND
VIRGINIA

OCT 11 1927

WILL STUDY NEGRO EDUCATION SYSTEM

Sir Gordon Guiggisberg Will Seek Virginia Ideas on Instruction of Race.

IS NOTED AUTHORITY

Record of Briton Replete With Achievements for Welfare of Gold Coast.

Sir Frederick Gordon Guggisberg, former governor of the Gold Coast states, will arrive in Richmond tomorrow for the purpose of studying Virginia's methods of Negro education, a problem in which he is said to be much interested. He will reach the city about noon tomorrow and while here will be the guest of Jackson Davis, of the general education board.

Tomorrow night Sir Gordon will be the dinner guest of Henry W. Anderson.

According to Mr. Davis, Sir Gordon is one of Britain's outstanding governors. "While his achievements in various directions have been notable," Mr. Davis explained, "his stimulation and direction of native education in the Gold Coast is of a special interest to all who are concerned in the welfare of the native people. The organization of the Prince of Wales University College at Achimota during Sir Gordon's governorship has received world-wide recognition.

"This institution, under the principalship of A. G. Fraser, is unique both as an evidence of the generosity of the British government and of the statesmanship that is providing an education related to the varied and comprehensive needs of the people. The government has appropriated three million dollars and is arranging instruction and practice based on the economic and social life of the gold coast population.

"Sir Gordon's other achievements include the erection of nineteen well-equipped hospitals, three for the European and sixteen for the native people. One of the hospitals is to be used in connection with the instruction of native medical workers. On the main hospital at Accra over one million dollars has been spent to date. The building of Takoradi harbor is an engineering feat which will mean much for the west coast of Africa.

"Sir Gordon comes to America to observe the educational institutions of the United States and Canada. He is especially interested in the schools for Negroes in the Southern states and in the rural education of the Western states. His addresses and his policies show an unusual grasp of Africa's need for influences that make for the improvement of rural and hygienic conditions of the continent. He believes that American experience has much to contribute to the British commonwealth of nations and especially to Africa.

"Sir Gordon was born in Canada, educated in England, and has held various posts in different parts of the British empire. For several years he was director of engineering and service in West African colonies and during the world war he commanded several brigades. His Gold Coast governorship began in 1919 and continue until 1927."

UNION
Springfield-Mass
OCT 9 1927

in the new home.

Education Negro Rural Problem

Of the 24,079 Negro schools in the 14 Southern states, during the school year 1925-26, 22,494 (93.4 per cent) were rural, and 1585 (6.6 per cent) were urban schools, according to a study of Negro schools in the South by S. L. Smith, published in the Southern Workman. One-teacher schools, numbering 15,385, composed 63.8 per cent of the total number of Negro schools; 4525 schools (18.8 per cent) were of the two-teacher type, 1702 (7.1 per cent) three-teacher type, and 2494 schools (10.3 per cent) employed four or more teachers. The average length of the school year in the 22,694 rural schools was about six months. The range was from 8.7 months in Maryland to 4.7 months in Alabama.

Of the 2,936,358 Negro children of school age living in the South, 68.9 per cent in rural sections and 75.6 per cent in cities were enrolled in school. Of the 801 Negro high schools in the 14 states, 209 are four-year accredited high schools. Total enrolment in the 801 high schools was 68,606, and the number of four-year graduates was 6435.

Education - 1927

Discussions.

Herald

NEWPORT NEWS

VIRGINIA

NOV 17 1927

sisted by Mrs. Lockey Coner.

NEGRO TEACHERS WILL MEET SOON

State Teachers Association Will Hold Annual Convention in Richmond November 22-25.

The State Teachers Association of Virginia with a membership of nearly two thousand colored teachers will hold its annual convention in Richmond, November 22-25, it was announced today by L. F. Palmer, executive secretary of the association.

Outstanding among the Speakers of this convention will be Miss Cornelia S. Adair, president of the National Education Association. Miss Adair is herself a Virginian and is the first classroom teacher to be elected to the presidency of this great organization. She will address the colored teachers on the evening of November 23 in the auditorium of the Armstrong high school, which building will be the headquarters of the association. Among other noted speakers to address this body will be Harris Hart, state superintendent of public instruction; Thos. D. Eason, supervisor of teacher training for the state of Virginia; Miss Edna M. Colson, of the Virginia State College; W. A. Robinson, supervisor of high schools for the state of North Carolina; Dr. Mm. E. Stark, dean of the college, Hampton Institute; Wm. D. Gresham, supervisor of negro education for the state of Virginia; Dean D. O. W. Holmes, of Howard University; and Dr. John M. Gandy, president of the Virginia State College, and also president of the Virginia State Teachers Association.

The first general meeting of the convention will be held Wednesday evening at 7:45. Wednesday morning at 10 o'clock the department of elementary and high school principals will meet at Virginia Union University. Other departments will be primary teachers; teachers of intermediate grades; grammar grade teachers; teachers of agricultural education; teachers of industrial arts; rural teachers, and teachers of high school subjects. The entire morning session of Friday, November 25, will be given over to the meeting of these departmental groups.

The colored branch of the Virginia Parent Teacher Association will meet jointly with the State Teachers Association. The general meeting of this organization will be held in the auditorium of the Armstrong high school, Friday morning at 10 o'clock. Over two thousand delegates and visitors are expected to be in Richmond in attendance upon this meeting.

Education.- 1927

Discussion.

Winston-Salem, N. C.,
JAN 15 1927

OUTLOOK FOR NEGRO EDUCATION IN CAROLINA GOOD, SAYS NEWBOLD

"The outlook for negro education in North Carolina and in the South is most encouraging. The people, both white and colored, realize the need for and the value of education and are lending their efforts to this end," said N. C. Newbold, director of negro education in North Carolina, in a brief interview given The Star.

North Carolina has forged ahead of the other Southern States in educating the negro and is now in a position to do even a bigger and better work through its five institutions for higher education, is the opinion of Mr. Newbold. While most of the other States use one college for training the teachers and for the technical and agricultural training, North State has two normal schools for training teachers, two colleges, and a college for agricultural and technical training.

There are 3,600 Rosenwald schools in the South, 600 of which are located in North Carolina. Approximately a half million dollars was spent last year by the Chicago millioniaire for the education of negroes through the Rosenwald schools, of this amount approximately $70,000 was invested in the 600 schools in North Carolina, Mr. Newbold said.

The program for educating the negroes ino this State has been well planned and with the purpose of promoting co-operation. The investment to date is around three million dollars, a half million given by Rosenwald, a half million by the negroes themselves tnd the remainder appropriated through the educational boards.

The quality of the work done by Dr. S. G. Atkins, president of the Winston-Salem Teachers Training College has been recognized throughout the South. The methods used by Dr. Atkins were thought to be worthy of consideration for adoption in other schools and with this end in view the educators of the South gathered here to study this plan for training the teachers who will in turn go out and teach the masses of tomorrow.

HOPEFUL SIGNS IN NEGRO EDUCATION

There was never before such an educational awakening among the colored people of the South as there is today, judging by that which the race is doing toward its education and from what is being done by the legislatures of the various States. It is remarkable to know to what extent the colored people out of their small earnings are contributing towards meeting conditions on which money may be secured from the Rosenwald Fund for building school houses. For instance, in North Carolina during the past six or seven years they have contributed a half million dollars to match a similar sum given by Mrs Rosenwald for the building of school houses for the colored youth of the State.

The State legislatures are becoming more disposed to increase appropriations for the higher education of the colored youth than formerly. As a result State normal schools and colleges for the colored race are being enlarged and better equipped in every way for the work they are intended to do. Ten years ago there were very few colored high schools in the Southern States, but today they are increasing at a very rapid rate. Perhaps one of the greatest needs now is the doing away with the one-teacher schools by consolidating two or more of the small schools into one and putting on bus lines for the transportation of the school children. The matter of consolidation as it pertains to colored schools is not being pushed as it should be.

Another hopeful sign in the school work is the growing interest manifested by colored teachers in the State Teachers' Associations throughout the South. Within the past five years the North Carolina Teachers' Association has grown from a membership of one or two hundred to twenty-eight hundred, and the South Carolina Association has in the same length of time grown from a very small number to a paid membership of over fifteen hundred. We had the pleasure of attending the annual meeting of the South Carolina Teachers' Association at Greenville last week. The meeting was largely attended and the program reflected much credit on the Association.

WINSTON SALEM, N. C.,
JAN 13 1927

NEGRO PROBLEM OF EDUCATION IS DISCUSSED HERE

Conference Attended by Representatives From 15 Southern States

A. T. Allen, State Superintendent of Public Instruction, this morning opened the first of a series of conferences to be held today and tomorrow at Winston-Salem Teachers' College with representatives from practically every Southern State in attendance. The general topic for discussion was "Better Trained Negro Teachers."

Superintendent Allen discussed the subject from the standpoint of the supply of negro teachers. He was followed by G. H. Ferguson, assistant director of the division of negro education of the State Department, who discussed the State's facilities for training negroes, and Dr. James E. Hilman, State director of teacher training work, who spoke on State-wide policies from the standpoint of teacher certification and training in North Carolina.

Following reports by States as to facilities, policies and standards of teachers, the conferees participated in a round-table discussion.

The conference will re-convene at 2 o'clock this afternoon for a discussion of topics of vital interest in the problems of education. Preceding the discussions a visit of observation of Teachers' College will be made. W. A. Robertson, State director of negro education, will introduce the topic for discussion, which was "Promoting, inspecting and crediting county training schools and negro high schools."

Following the discussion reports will be made by States and representatives of co-operative boards.

No meeting will be held tonight, but the educators will be in session throughout tomorrow.

N. C. Newbold, of Raleigh, connected with the State Department of Education in charge of negro work, heads the delegation of State leaders from the capital composed of Superintendent A. T. Allen, G. L. Ferguson, W. F. Credle and J. E. Hilman. Other Southern educational leaders present from the various States are as follows:

Oklahoma—E. U. Duke, Oklahoma City.

South Carolina—J. B. Felton, Columbia; W. A. Schiffley, Orangeburg.

Tennessee—O. H. Bernard, Nashville; S. L. Smith, Nashville.

Texas—L. N. Rogers, Austin; S. T. Bloodworth, Austin; B. D. Taylor, Austin.

Virginia—William D. Gresham, Richmond; Jackson Davis, Richmond; James H. Dillard, Charlottesville; B. C. Caldwell, Charlottesville.

Alabama—J. S. Lambert, Montgomery; E. G. McGhee, Montgomery.

Arkansas—Fred McQuiston and wife, Little Rock.

Florida—J. H. Brison, Gainsville.

Georgia—Walter B. Hill, Atlanta.

Kentucky—L. N. Taylor, Frankfort.

Louisiana—A. C. Lewis, Baton Rouge; J. W. Bateman, Baton Rouge; Leo M. Favrot, Baton Rouge.

Maryland—J. W. Huffington, Baltimore.

Mississippi—Bura Hilburn Jackson; W. C. Strahan, Jackson.

Illinois—Alfred Stern, Chicago.

New York—Frank P. Bachman New York.

"This series of conferences," declared Dr. S. G. Atkins, president of the college, "will in the main be strictly private and while I do not look for much that will be given out to the public for various reasons, I do believe the meeting here will mean a great deal to our college in the end."

"The conferences are looked forward to as one of the most epoch making this city has ever had. I believe the coming of this great body of educators from all over the South," declared Dr. Atkins, "will mean a great advancement in the education of the colored teachers for colored schools in the South something we have been reaching for many years. And the fact these Northern leaders with money are also coming here is bound to mean much. Just what I cannot say."

Resolutions

The declarations of the conference recognized "that as severe as is the situation it is not permanent," and "we realize that if we face these adverse conditions with courage and determination we shall come through, but the stronger for these temporary hardships."

The declarations offered comfort to the farmers in the fact that while the price of cotton is low the South is favorable. "Road building campaigns are under way, new industries are starting and enterpries of various kinds are still running and in good condition."

The declarations urged parents to keep their children in school at whatever sacrifice and extended an expression of appreciation to Mr. Julius Rosenwald for his interest and generosity in erecting more than 3,000 rural schools for Negroes; better accommodations on railroads and larger appropriations for Negro education.

Members of ahe committee on resolutions were: J. R. E. Lee, chairman, Florida; R. Rivers Barnwell, Texas; Sanford H. Lee, Georgia, R. W. Brown, Alabama; T. C. Tyler, Virvinia; M. L. Morrison, Tennessee; Mrs. J. E. Johnson, Mississippi. Professor Barnwell read the resolutions for the committee.

Concord, N. C. Tribune
DEC 1 01926

SOUTH INTERESTED IN EDUCATION OF NEGRO.

The Year Book of the Methodist Episcopal Church finds that "the people of the South are showing a large interest in the education of the black race."

The board of education of the Northern Methodist Church, it is explained, "is seeking to do its duty by white and black schools alike," and for this reason the survey of conditions throughout the country has been made.

It is interesting to see the comment of this northern board relative to conditions educationally in the South. The report says:

"Six years ago there was in Maryland only one standard high school for Negroes. There are now nineteen high schools, of which twelve are standard four-year schools. The old Frederick Douglass School building has recently been replaced by as fine a school building as can be found anywhere, at a cost of $1,000,000. The school's sessions in the State have been lengthened to an average of eight months a year and there have been considerable increases in salaries for all grades of teachers.

"In Mississippi there are twenty-one County Training schools, most of which are doing some high-school work along with four years of industrial work.

"An effort is being made in one county to provide a model system that will include an Agricultural high school, sixteen Junior Agricultural schools, and seventy Rural schools.

"In 1923 North Carolina made appropriations for Negro education amounting to nearly $4,000,000, a sum equal to what was spent for the education of the whites in 1900.

"Many cities of the South are erecting school buildings especially for the colored young people.. Birmingham, Ala., high school, $200,000; New Orleans, La., grade school, $250,000; Norfolk, Va., high school, $500,000; Atlanta, Ga., four elementary school buildings and a combination Junior-Senior high school, $1,179,270 All of this development has taken place in the last four years.

COLORADO SPRINGS, COLO.
Gazette
MAR 14 1927

COLORED STUDENTS PUT ON EDUCATIONAL RALLY

Taking the subject of "The Negro and Intellectual Culture," the Rev. G. F. Tipton, pastor of the Peoples Methodist Episcopal chuch, African, led an educational rally last night that was attended by colored student bodies of several schools and the college. Rev. Mr. Tipton admonished the students to be particular of their deportment and praised them for the type of work they were doing in the educational institutions. He urged the students to take the fullest advantage of their opportunities, and sharply rebuked bad taste in the way of questionable behavior.

The address was arranged following a series of visits made by the pastor to the college and local schools last week. A musical program was given and the students gave their school yells.

STUDENTS OF SOUTH SHOW NEW RACE ATTITUDES

Secretary Brownlee, whose work in the A. M. A. corresponds to that of Barton in the American Board, has been asked to address the students in six of the leading white schools of the South concerning the educational work of the A. M. A. He is also welcome in many of the Southern white churches—a condition scarcely conceivable twenty years ago. This is an indication of a new attitude on the part of Southern white colleges toward educational work among Negroes. Every year sees more intensive consideration of race problems at the student summer conferences in the South and in the curricula of an increasing number of schools. It's a long day since teachers in A. M. A. institutions had to sleep with the constant fear of a raid by the K. K. K., yet let us not forget that venerable Secretary Augustus F. Beard was a young man of fourteen when the Association was founded. He still comes to his office in New York as a commuter from South Norwalk Ct. The kingdom of brotherhood does come nearer as the years roll on.

SAVANNAH, GA., Press
MAY 13 1927

NEGRO EDUCATION COMMITTEE MEETING

It was announced from Cuyler School today by Chairman J. W. Hubert that an important meeting of the committee promoting negro education in Chatham county is called for Monday noon at Cuyler Clinic assembly room. Arrangements are to be made for closing the opportunity night school fostered by the committee and the extension of the classes next year.

The chairman stated that some sub- committees have indicated that they have reports to be passed on that will greatly interest the city and county.

The members are S. T. Reed, E. G. Thomas, J. H. Brown, J. J. Seabrook, N. H. Whitmire, A. Clark, P. L. Smith, H. M. Collier, B. W. S. Daniels, O. H. Lee, J. W. Jammerson, John W. Hubert, S. D. Ross, J. S. Braithwaite.

Associate, Mrs. A. R. Lawton, Mrs. Otto Kolb, Mrs. F. Wessels, Mrs. M. T. Glaiber, G. Solomon, S. B. McGlohon, A. S. Otto, A. A. Lawrence.

Education-1927
Discussion.

CHARLOTTE, N. C., Observer
AUG 31 1927

Education Of The Negro In North Carolina

BY N. C. NEWBOLD,
Director, Division Negro Education.

NORTH CAROLINA has a public conscience. It is trying now, and has tried for years (not always successfully, nor fully perhaps), to be fair and just with all classes or groups of its people. By reason of certain facts in its history (and traditions) it has been difficult to deal justly in providing schools for negroes. Like the Hebrews of old, the people of North Carolina wandered 40 years in the wilderness—the wilderness of poverty and its attendant evils, ignorance and prejudice. The period from 1865 to 1900, and even later, was one of great trial, struggle and difficulty. It is next to impossible for a people who are poorly fed, thinly clad, and indifferently housed, to be very generously inclined toward their more unfortunate neighbors—white or black.

HIGHLY SPIRITUAL.

Happily, however, about the close of the last century, and later there came a group of statesmen and educational prophets whose leadership was highly spiritual, as well as educational and material. They preached an educational crusade, and declared that education must be universal, and they made it clear that "universal" meant the black child in North Carolina as well as the white child. This movement gave impetus not only to education and spiritual growth, but to economic development as well. Out of it has come within the past decade—ten momentous years—the economic and financial independence of the State. Today, as one result of the fine leadership of Governors Bickett, Morrison, and McLean, New York bankers buy our road and other permanent improvement bonds in 10 and 20 million dollar blocks at the low interest rate of 4 and 4 1-4 per cent for twenty to thirty years.

Economic and financial independence! Those are stirring words! As soon, therefore, as the North Carolina white man began to get upon firm ground economically, when it was no longer a death struggle for daily bread, he at once began to help his Negro neighbor improve his schools. Thus it happens that with the coming of better times, the white leaders of the state, educational, political, spiritual and industrial give their hearty support to the movement for better educational advantages for Negro children. As a prominent former justice of our Supreme Court stated, sometime ago, there is a sort of "reflexed happiness" which comes to our white people when they have tried to do their duty in helping to provide schools for Negro children. There is a moral and spiritual quality involved which will no doubt bring honor and glory to North Carolina.

ACCOMPLISHMENTS.

What has been accomplished in North Carolina in behalf of Negro education?

1. Elementary schools. Schoolhouses are at least a first requisite. Practically the entire system, rural and urban, is in process of being rebuilt. Within recent years 650 Rosenwald schools have been erected in country, village and small town districts. These have cost three and a third million dollars. The Negroes, themselves, and Mr. Rosenwald, have each contributed slightly more than a half million, while the amount from the public taxes is nearly two and a quarter millions. These schools provide rooms for 1,000 teachers and 81,000 children. This is nearly one-third of the total negro school population.

Good buildings in towns and cities furnish rooms for another third of the Negro school population, leaving about one-third who are still poorly or indifferently housed.

The number and quality of teachers are both much above even five years ago. The average number of pupils per teacher has been reduced to 32.2 in recent years in average daily attendance (enrollmen 48.6). Three-fourths of the teachers now have standard State certificates, against one-fourth 6 years ago. Supervisors are employed in 40 counties, where about two-thirds of the State's total Negro population live. Two-thirds of the salaries of these supervisors come from public taxation—about $25,000—the other from the Jeanes Fund.

2. High Schools. "The most remarkable high school development of recent times in the United States of America"—so wrote Basil Matthews, the English author, after a visit to North Carolina two years ago. The growth has been rapid. There were only 13 accredited high schools six years ago. Now there are 58. About an equal number of others are doing some high school work. Many of these will become accredited within the next three to five years.

SCHOOL ENROLLMENT.

Enrollment in all Negro high schools exceeds 15,000, and approximately 1,500 graduated this year from standard schools. Half of this number will most likely enter higher institutions in September next. All of the teachers in these high schools (more than 500) have had a minimum of two years of college,—many of them three and four years of college. A large percentage are full college graduates.

Sixty-five of the towns and cities where these high schools are located have good buildings, 13 are not so well provided, and 24 have poor buildings.

3. Normal Schools and Colleges. The State owns and operates five institutions of higher learning for Negroes, and there are seven private colleges. Two of the State schools are standard normal schools (two years above high school), one of the colleges is a standard four-year institution, another will become standard in 1928, and the other in 1929. The property value of these State institutions is approximately two and one-half million dollars, and they receive from the State $250,000 for maintenance annually.

Private colleges in the State are as follows:

Shaw University, Raleigh. Four-year Class A.

Johnson C. Smith University, Charlotte(Four-year Class A.

Livingstone College, Salisbury. Expected to be a four-year Class A 1928.

Kittrell College, Kittrell. Expected to be four-year Class A 1928.

Bricks Junior College, Bricks. Standard Junior College.

St. Augustine's Junior College, Raleigh. Standard Junior College.

Bennett College for Women, Greensboro. Expected to be Standard Junior College, 1928.

All these institutions, both public and private, must meet certain standards, the same as those set up for white colleges, in order to attain State rating. These requirements include equipment, number of students, annual guaranteed income, faculty, curriculum offerings and the like.

OUTSIDE THE STATE.

It is said by some observers that North Carolina has too many Negro colleges for a population of 2,000,000. However, the seven private colleges serve about a half million or more from outside the State. Four years ago there were only 350 attending Negro colleges in North Carolina. This year the number exceeds 1,300. Within three to five years college enrollment will undoubtedly climb to 2,500 or more; by 1940 to about 4,000 or 5,000.

In the United States the average number of college students for each 1,000 of population is 5.04, (in 10 southern states only 3.14). Should we achieve this average only in 10 years, it would mean about 6,500 in our normal schools and colleges, when we consider our own Negro population and the half million our private colleges serve who live outside the state.

4. Teachers. The State's program for training Negro teachers is a scientifically balanced one. About eight out of ten teachers must work in the elementary schools,—that is in the ratio of about 8 to 2. In fact in the Negro schools at the present time the ratio is 9 to 1. In other words, of each ten teachers in the Negro public schools nine are teaching in the elementary schools and one in the high schools. Of 5,500 or more Negro teachers, in round numbers, 5,000 are elementary teachers and only 500 high school teachers. To meet this need the State owns and operates three institutions for the training of Negro teachers in the elementary schools.

TWO NORMAL SCHOOLS.

Two of these are standard two-year normal schools, graduates of which receive "B" certificates, and one four-year standard college whose graduates receive "A" certificates, and the B. S. degree in Education. One liberal arts college devotes its energies mainly to training high school teachers; and a fifth college. Agricultural and Technical, trains men for teaching vocational subjects in high schools and adult classes under the Smith-Hughes Fund in towns and cities.

In addition to teacher-training activities in its own institutions—the five just described—the State appropriates anually $15,000 for teacher-training in seven private colleges and four private high schools. The State and the institutions agree upon the instructors. The State pays the salaries, organizes and supervises the courses of study offered. This cooperation is heartily entered into by representatives of the State and the responsible officials of the private institutions. This plan has been successfully operated over a period of six years—and it has proven to be one of the best undertakings of the State in the field of Negro education. Indeed, it has not been restricted to the fold of education alone, for the working together harmoniously of the State and these fine private institutions has given strength and tone to the whole matter of race relations in North Carolina. In a very real sense private colleges are a part, and a large part, of the State's program for Negro education.

N. C. Newbold

Director of the Division of Negro Education

Some of the private institutions are training teachers for the elementary schools, and some preparing high school teachers, thus helping to maintain what has been called above a balanced teacher-training program for the state.

TEACHER-TRAINING.

Besides the work of its own normal schools and colleges, and cooperation with private institutions, the State is promoting two other definitely organized types of teacher-training for its Negro schools. These are:— Summer Schools, and Winter Extension Courses. The summer schools are open from six to twelve weeks. They are conducted in both state

and private institutions, the private colleges opening their doors for this work in the same way, and on the same terms, that the State institutions do.

Teachers can earn six to fifteen semester hours credit in summer schools, which raises the standard of their certificates and likewise means an increase in salary. Each year about 80 to 85 per cent of the Negro teachers attend summer schools—that is more than 4,000 of the 5,500 or more employed.

The winter extension courses are given by members of the faculties of normal schools and colleges, both public and private, to groups of teachers in the towns, cities, and counties. It is possible for teachers taking these courses to earn three to six semester hours certifcate credit. Nearly 2,000 teachers, the past year, have taken advantage of this opportunity to advance their certificate rating, and of course to increase their pay.

The certification plan in North Carolina requires 30 semester hours of approved study to raise a certificate from one grade to the next higher. This is the equivalent of one year in normal school or college. The courses of study offered in summer schools and winter extension courses are units of the regular normal school and college courses.

The salary increases come with the gain of each credit of seven and one-half semester hours, and do not have to wait for the full gain of 30 hours.

DEFINITE PROGRAM.

It will be seen, therefore, that the State of North Carolina is committed to a definite program for the training of its teachers. Negro as well as white,—definite in two respects, viz; 1st, It provides opportunities at State expense for their training; 2nd, It offers them increased financial rewards for the better training which they receive.

Six years ago only 24 per cent of the Negro teachers in North Carolina held standard certificates. Now more than 70 per cent do. Thus in the brief space of 6 years 46 per cent, nearly half, of all the teachers have been lifted above the lowest level of standardization—viz; at least graduation from an accredited high school plus six weeks of special professional training.

At the end of the last school year (1925-26), including college, normal school, and high school graduates with summer school credits, the State certified for the first time in its history a sufficient number of new Negro teachers to fill the vacancies for the current year. The number of graduates, all types, with special professional training and granted standard certificates, was 714. This means that within three to five years from now the unprepared Negro teacher will go out of business in North Carolina. Even now several counties in the state do not employ teachers below the minimum State certification standard.

In this program there is an opportunity for both the pre-service and the in-service teachers to fit themselves for better service and increased pay, and these opportunities are available nearly every day in the year.

NEGRO EDUCATION.

Emphasis has been placed upon the subject of teacher-training because of its signicant importance. Horace Mann's statement, "As is the teacher so is the school," is as true today as it was in his time.

5. Division of Negro Education. The Legislature of North Carolina in 1921, created a Division of Negro Education to be a unit in the State Department of Public Instruction. This Division includes 9 persons, 5 white and 4 colored. These persons devote all their time to the State's program of Negro Education. Through their efforts the entire program which has been briefly described in coordinated, and may I say, kept in motion.

It may be said by way of review or summary that North Carolina now has, in the making at least, a complete system of education for its Negro people. Negro boys and girls may begin their education at six years of age in the elementary schools, two-thirds of which are properly housed and three-fourths of which are well taught, enter a standard high school at the proper age, where all the teachers have had college training, and upon completion of that enter a State Normal School or college, graduation from which will guarantee the best types of certificate which the State can issue, and receive the B. A. or B. S. degree from a standard college.

PROGRESS MADE.

Tht outline above is, in itself, an evidence that considerable progress has been made by the Negro schools in North Carolina. The report given is encouraging to all groups of our people, white as well as black. Perhaps this statement should be ended here, while the prospect is cheering and optimistic. To be just and fair with the whole situation, however, it seems that two other statements should be made:

First: A brief outline of unhappy school conditions for Negro children in many local communities,—districts, villages, towns, cities, and in some whole counties. Second, Some results that have come from the state-wide effort to improve the Negro schools which has been described above.

Aycock and his associates 25 years ago thought they had destroyed the practice which would divide school taxes between the races according to the amounts paid by each race. The State Supreme Court, in 1886, declared this action of school officials "is unconstitutional and void." It is exceedingly unfortunate and distressing that school officials in many districts in various sections of North Carolina are still dividing special school taxes in this way. In some districts it is even worse,—all the special taxes paid by both races alike are used for the white schools only. In many such districts white schools are run from eight to nine months, the Negro schools for only six months. The Negroes pay special taxes as far as they are able, but get no part of such for their schools.

SCHOOL BUILDINGS.

Bonds have been issued by communities for new school buildings. Frequently building committees and architects are so ambitious for the white school that all the bond money is used for that, and nothing is left even to improve the old Negro school building. Both races are taxed for interest and sinking fund on the bonds. It often happens, therefore, that the Negroes must continue for years to use the old dilapidated, unsightly, unsanitary building in such communities, because there is no money to build or improve a schoolhouse for Negroes.

In some counties in which elections have been held for "a county-wide system of public schools for a term of at least eight months," the white schools are run eight months and the Negro schools six months,—in a few instances seven months. In these counties large, handsome brick school buildings have been erected in consolidated districts for white children. Bonds were voted upon all the people for these splendid white schools, but no provision seems to have been made for even comfortable wood buildings for the Negro children.

This is a bare mention of some of the unfortunate inequalities and discriminations practiced by certain sections in progressive, forward-looking North Carolina; unfortunate in their effects upon the Negroes not only, but upon the moral and spiritual fibre of our white people as well. For it is written in our State Constitution, "there shall be equality in taxation for the maintenance of a uniform system of public schools, without discrimination in favor of or to the prejudice of either race."

SOME DISCRIMINATIONS.

These discriminations are painful and embarrassing to thoughtful North Carolinians, white as well as black. It would be comparatively easy when plans are being made for school improvement to add definite amounts—though they might be small—for Negro schools, and make improvements for them at the same time the white schools are being made better.

It is fortunate that the state-wide program for better Negro schools discussed in the beginning of this paper has had the hearty endorsement of the General Assembly, the State Board of Education, other prominent state officials, and the majority of the outstanding county and district school officials. It is believed that this program sponsored by the State Department of Public Instruction has produced wholesome results, some of which are as follows:

First. The Negroes are taking advantage of the better schools and colleges provided for them. It is probably true that the speed of the movement for better schools for Negroes, the number of graduates coming out of Negro high schools and collegs, is far beyond the knowledge or realization of a majority of the white people of the State. They do not know how rapidly Negro boys and girls are being educated on the higher levels. What will be the reaction of white people when they do come to understand the significance of 20,000 Negro students in high schools and 4,000 or 5,000 in colleges (in a few years)? The righteous public sentiment of our best white people will help keep a proper balance, and thus guarantee continued peace, progress, and happiness.

Second. As the schools become better, crime among Negroes decreases. A few years ago 68 per cent of the population in the North Carolina penitentiary was composed of Negroes. A recent report states that Negroes now make up only 38 per cent. A decrease of 30 per cent in a few years seems remarkable! According to a press report 141 persons were committed to the penitentiary in February of this year. 52 of these were Negroes—slightly less than 38 per cent.

CRIMINAL TENDENCIES.

A prominent citizen of North Carolina writing on this matter sometime ago stated: "Two cases have been brought to my attention during the past few days. Only last week Judge Schenck, in closing the Criminal Court in Greensboro, emphasized that only two or three Negroes appeared in his court, while a dozen or more young white men were convicted. He contrasted the difference in the condition now and ten or fifteen years ago. Another prominent judge in our state a short time ago had 10 convictions for crime in his court. Eight of these were white men and two were Negroes."

The Columbia, (S. C.) State called attention in its editorial columns to a like situation in the courts of South Carolina.

Third. White people who, years ago, honestly perhaps, doubted if Negro children could learn, now recognize their error and give Negro schools their hearty support. Likewise they evidence a new sort of respect for their Negro neighbors, and for the Negro people as a race. Sometimes white people ask, "What are educated Negroes doing?" Evidently, from what has just been stated, they are staying out of the courts. They are living their lives just as other educated people are—engaged in some useful, gainful occupation, staying at home—an increasing number in homes of their own—and attending quietly to their own affairs.

Fourth. The efforts North Carolina has made, and the cooperation between her white and her black people, which, happily, have produced a measure of success, have attracted visitors from other sections of this country and from abroad. They have come asking how it has been done. Many visitors have come from Europe, Africa, and Asia. They go to Hampton, Tuskegee, Fisk, Howard, and other colleges to observe the work of successful single institutions. They come to North Carolina to study what a whole state, a large political unit of government, has done and is doing for Negro education.

Since 1924 a number of missionaries and distinguished government officials—educational and civil—have come from Africa especially.

What has been accomplished in North Carolina in the field of Negro education, if anything worthy of note has been done, is the result of wise leadership by both white and Negro leaders, and genuine cooperation between the races.

By reason of the beginning that has been made, it may be proper to express the hope that we may develop here a situation—not an experiment perhaps—which in its essential fairness and justice to all groups will far exceed anything like it which has been done anywhere in the world.

MAY 1 8 1927

Greensboro, N. C.

Messenger

NEGRO EDITORS AT A. & T. COLLEGE

Greensboro, N. C., May 16.—Dr. Fred R. Moore, of the New York Age and Mr. Puryear of the Norfolk Journal and Guide, were visitors at the A. and T. college Sunday morning at Sunday school hour, and addressed the students and teachers.

Dr. Moore urged the young negro to give more attention to the business and industrial sides of education. "The Jew," he said, "has made his place in the world by the study and mastery of every knwon line of human endeavor. The negro has given too much attention to the so called learned professions, at the expense of other learned avenues equally as honorable and profitable."

Mr. Puryear called attention to the growing craze for jazz and hootch among the youth of our group, to which college men seem to be no exception. He warned of the evils likely to follow from such procedure, and urged a cleaner, more wholesome, and more sensible view of life by the younger generation, and especially the college men of our group.

Both visitors expressed themselves as highly pleased with the evidences of the growth during the last few years of the plant, equipment, faculty and students of the college.

Education- 1927
Discussion.

-By EDGAR M. GREY-

The Problem of the High School Student in Harlem

Colored Student Enters College on an Average of Six Years Later Than White Student, and This Difference Often Constitutes a Decided Handicap

DURING the past twenty-five years the Negro in the United States has become a definite part of the educational factors in the ungraded as well as in the graded schools. In time the evolution of the educational system of the United States has bounded forward with the speed of a soaring plane.

Amsterdam News
2-2-27
New York

Edgar M. Grey

According to such an authority on the subject of history and development of education as Professor John Dewy, certain factors have entered the problem which have as their basis and antecedent factors constituting elements in the social and economic condition of the parents of the student in the previous generation. These factors act as determinants in deciding the curve in education which the progeny of a particular generation will represent or describe in future time.

Accordingly, the age element in which a particular generation receives its education decides for a long time afterwards the kind and quality of education which each succeeding generation will receive; and not only does this dominating factor decide solely the kinds and quantities of education which a particular generation will reecive, but it decides the age of that generation; that is, what the span of life of the indiivdual person in any generation will be.

The Negro who is patently influenced by these factors has, as it were, "pulled himself up by his own boot-straps." He has, without antecedent economic background, been able, with the assistance of the most unusual circumstances working in opposition to him, to reduce his uneducated masses from a ratio of 70.50 to the thousand in 1868 to 7 to the thousand in 1920, when the present figures were compiled.

As late as 1920 it was discovered by a select committee of the American Association of Secondary Education, which rendered its report in 1924 under the direction of Dr. George M. Wiley of the New York Board of Regents, that the average age of colored students entering college was 25, while the average age for white students at the same period was 19. A clear difference of six years.

Those who have never bothered to study the real conditions under which a student must obtain an education will perhaps not realize just what six years mean in the life of the student.

AGE AT GRADUATION DECIDING FACTOR IN WORK OF LIFE.

Employing the above figures, it will be observed that, if the average colored student did not as late as 1920 finish his college work before the age of 29, then he could not possibly have finished his university and professional training before the age of 31. After then he must pass from two to three years preparing to enter the practice of his profession; he cannot possibly begin this practice before he has reached, and sometimes has passed his 34th year.

This indicates that he must, unless he be extremely fortunate, forego the matter of marriage and a family for at least five years, which means that in the most vital matter, that of reproducing himself, he must await the days in which his mental and physical vigor are at their lowest ebb.

When it is realized that the chance for education of a child depends upon the economic, physical and social condition of the parents—especially the male parent—the importance of the age factor will perhaps be readily understood.

A survey made by the writer of physicians, dentists, lawyers, undertakers, business men, and other groups of high income discloses the following facts:

That 31 physicians now practicing in Harlem finished their final medical training after they had reached their 33d birthday and that only 5 had finished their medical training before the 30th birthday. This means that the average age at which they began practice was 34.

Of 18 lawyers interviewed, 14 had finished their education after they had reached their 30th year; 4 had begun preparation for the law after they had reached the age of 30, and had graduated in their 34th year.

The average age at which the dentists finished their professional education was 31, and the average age at which they began the practice of their profession was 32.

The business men showed a worse condition. Most of them said that they had had no particular education, and could fix no definite time at which they began their business career. The survey showed, however, that the average ages at which these last named prepared to raise a family was between 45 and 50.

SOLORED HIGH-SCHOOL STUDENTS IN HARLEM COME FROM POOREST CLASSES.

According to a survey undertaken by Mrs. Moses Newborg, chairman of the Greater New York Scholarship Committee of High School Students, there were 507 colored students in the high schools of New York City in the year 1926. Of these, 41 came from the homes of professional parents; 61 from the homes of business parents, and 405 came from the homes of tradesmen and domestics. This means that the bulk of those students came from homes where they must suffer under the handicaps which are incident to such families.

Take, for instance, the age factor in the equation. The average life of a domestic, according to N. R. Neifield of Columbia University, in a report to the Committee of Admissions at the university, tends to close early. He declares that the domestic—washerwomen, porters, etc.—die at the age of 40 and 45, and that the industrial worker dies at the average age of 39.

In the same report he says that the average life span of the professional man is 51. He holds, further, that the children of the domestic and industrial classes are at a decided disadvantage because of the fact that most of the deaths which occur in these classes are brought about by heart, lung, and blood diseases, which have their incipiency from the nature of their occupations, and which, in most cases, are transmitted to their children.

THE HOME FACTOR IN THE EDUCATIONAL LIFE OF THE HIGH-SCHOOL STUDENT.

There is another factor which exerts a great influence on the life of the high-school student—the factor of home help. This factor may be divided into (a) the instruction phase, and (b) the moral phase.

In the case of the instruction phase, those children whose parents have themselves passed through the processes of education reap a decided advantage over those children whose parents have not had this advantage. In other words, all things being equal, the child who may find guidance in its studies from its parents will be in a better position to understand and to grasp the essentials of the work which it receives at the hands of the teacher in the schools.

The child, when perplexed by a problem in algebra, may at any time call upon the experience and information of the instructed parent.

On the other hand, the child whose parents have never gone farther than the graded schools finds no assistance in the home and is, consequently, forced to seek assistance from sources which have in the life of the colored high-school student proved dangerous to its moral and so-

cial stability.

The second factor, the moral phase, is very important. In order for a student to be impressed with the importance of the status which its high-school attendance confers upon it, it must take pride in the standing of its high school. It must have such association as will help to promote, and not to retard, its interest in its work.

The writer has given close study to this matter and has come to the conclusion, because of the data at his disposal, that the average colored student (particularly girls) in the high schools suffer from the disadvantage of improper association.

In 1926 there were heard in the Washington Heights courts seven cases in which certain immoral practices were involved in relation to colored high-school students, which compelled the presiding magistrates to direct that the girls consummate hasty marriages. From information received from two probation officers and from truant officers in the Harlem district comes the conclusion that the home conditions of the average colored high-school student in Harlem are abominable.

HOME LIFE REFLECTED IN THE PROGRESS OF THE STUDENT.

An investigation by the writer in which he interviewed principals of high schools in which there were colored students disclosed the fact that the progress of the child in the schools was advanced or retarded, according as to whether the home conditions were "good," "bad," or "fair."

A typical case which occurred at the Wadleigh High School was that of a girl student who had come from a home where the father had died. The mother was compelled to leave the home each day to work as a domestic; the girl was "fair" in her school work and was considered exemplary in everything but her conduct. After her second year in the school her attendance became irregular, especially during the morning sessions.

Investigation by the school authorities disclosed the fact that she had intercepted certain communications which had been sent to the home informing the parent of the irregularity of attendance. Finally, the girl dragged behind in her studies and was not promoted.

A major crisis occurred in which this girl had to be placed in the hands of the Children's Society. There it was disclosed that she had been seduced by a man who, being married and living apart from his wife, was a lodger in the apartment of the girl's mother and worked at night and was home during the days. This case is clearly typical of bad home conditions.

Another case was that of a girl who was considered "apt" by the instructors in the high school that she attended. This girl had permission to visit the home of another girl of her class who lived in a home in which conditions were called "bad."

The "apt" girl enjoyed home conditions which were considered model, and was only attracted to the second girl's home in order to enjoy the advantages which came from studying her lessons with the other girl. After the first year in school she was taken ill and an investigation disclosed the fact that the home of the other girl was infested with all sorts of vice, from gambling to prostitution.

The girl had been taken advantage of by a man who was known in Harlem as a notorious gambler and all-around bad man, and his conduct had been facilitated by the aunt of the second girl, who was an ex-convict and 'dope peddler."

This shows that the home life of the high-school child should always be the most important concern of the parents, the community, and the school authorities.

The main argument in all of this discourse is intended to point out the dangers which constantly confront the colored high-school students—girls and boys. The time has come when this matter of the quantity as well as the quality of the colored high-school student is of vital concern to the Harlem group. It is important that the child receive the major portion of its school work before the parents reach middle age. It is more important that the child shall graduate from the public or primary schools before its 16th birthday, as is the case at present in most cases. The child should well be on its high-school career at that age, for the problems which it must face in seeking an education are more easily faced while the parents are in the vigor of health and during their lifetime.

If this is done, then the parents in the next generation most able to send their children to high school and colleges will be those who are economically and physicaly able to do most for their children during the formative years of their secondary education.

TIMES
RALEIGH, N. C.
MAR 25 1927

NEGROES PROFIT FROM EDUCATION

President Of Fisk University Addresses Human Relations Institute At Chapel Hill

(Special Correspondence)

CHAPEL HILL, March 24.—"We have no definite proof that negroes cannot profit by education and some proof that they can," declared Dr. Thomas E. Jones, president of Fisk University, Nashville, Tenn., in an address before the human relations institute.

Dr. Jones discussed a series of laboratory tests made on the negro by leading psychologists throughout the country. The conclusions of these tests varied widely, he said, from those which showed the negro profited very little by education to those showing he profited a great deal, "but none offered definite proof that the negro cannot profit some by education," "history shows that education of the masses is beneficial to mankind and absolutely essential to a democracy," Dr. Jones declared. Indicating the trend of the movement he said that "in 1900 there were 1,600 negroes in college while today there are more than 10,000. At Fisk University we have applications for admission from 700 for next fall and we can take only 150."

Dr. Jones said that since Christmas he had visited 40 different southern cities and talked with leading citizens on the question of educating the negro and he had come to the conclusion that the negro must be given a better opportunity. He found many of his friends in the south more open-minded on the question than his friends in the north, he said.

Augusta, Ga. HERALD
JUN 10 1926

NEGRO LEADERS

In Augusta to Conduct Educational Campaign

To conduct an educational campaign among the colored people here, Dr. E. B. Mitchell, one of the national directors of the Modern Educational and Religious Bureau, Washington, together with Bishop I. P. Brooks, Bishop E. D. Johnson, and Rev. A. B. Jackson, other representatives of the bureau, is in Augusta to spend several days.

They came to Augusta several weeks ago to do some preliminary work, and are now here for several days to distribute tracts and deliver lectures.

In Atlanta, where the bureau has previously conducted a campaign, the campaign seemed to have been favorably received, many endorsements being received from prominent white citizens. The following statement explaining the object of the bureau was given out by Bishop Joseph J. Higgs, financial director of the organization:

"It was somewhat embarrassing to say to the colored man that he was loaded down with responsibilities that he was unable to carry immediately after the emancipation. Our northern brothers placed these responsibilities upon the colored man without a philosopical and practical idea of the after-effects. By right thinking and right feeling and right action the negro will be an asset to this country and to any section in which he lives

"All races have had their mental diseases. The white man has passed through this period of 60 generations and has this background behind him. We should feel proud of him. The colored man has the background of three generations granted self-determination, under the Constitution of the U. S. A., given to us by the white man.

"If we would learn to be thankful and grateful for what we have received, I mean the good things, we would then be able to co-operate with our white brothers in this most wonderful and electrical age; and what would come to the white man would come to the black man and his sorrow and his joy would be ours as well.

"The white man's responsibilities to the negro north and south, east and west, should be the same. The southern white man is the negro's friend and the negro in return is the white man's friend because we understand each other. The northern white man is also our friend, but he does not know us and we do not know him. As a race we have been apart 250 years. We are glad to see him but we don't know him. He sold us to the south 250 years ago and now he is indebted to us and should help to educate us but never to tell us that the southern white man is our enemy.

"The Modern Educational and Relicious bureau's future program is to hold a psychological institute for 60 days in the largest cities in every state covering a period of eight years in order to teach this doctrine once and for all."

ATLANTA, GA., Constitution
JUN 5 1927

COLORED EDUCATIONAL BUREAU IS INDORSED

Bishop Joseph J. Higgs, who has been in Atlanta for the last 30 days, representing the Modern Educational and Religious Bureau, has delivered several lectures to both private and public institutions.

Indorsements of the work of the bureau and its ideals and purposes have been received by Dr. E. B. Mitchell, state director, from a number of Atlantans. Bishop Higgs has lectured before the representatives of several insurance companies, both white and colored, and has letters of indorsement from F. M. Akers, manager of the Prudential company; C. F. Mitchell, manager of the Bankers Health and Life Insurance company; Rufus Pritchett, superintendent of the Industrial Life and Health Insurance company, and others.

The Modern Educational and Religious bureau was organized March, 1913, at St. Louis, Mo., and was moved to Washington, D. C., in 1915 by Bishop Joseph J. Higgs, D. D., who is still its president. Dr. E. B. Mitchell has been its state director for several years. Bishop Higgs has been assisted by Bishop I. P. Brooks, D.D.

Of the work of the organization Bishop Higgs says:

"It was somewhat embarrassing to say to the colored man that he was loaded down with responsibilities that he was unable to carry immediately after the emancipation. Our northern brothers placed these responsibilities upon the colored man without a philosophical and practical idea of the after-effects. By right thinking and right feeling and right action the negro will be an asset to this country and to any section in which he lives.

Race Tendencies.

"All races have had their mental diseases. The white man has passed through this period of 60 generations and has this background behind him. We should feel proud of him. The colored man has the background of three generations granted self-determination, under the constitution of the U. S. A., given to us by the white man.

"If we would learn to be thankful and grateful for what we have received, I mean the good things, we would then be able to cooperate with our white brothers in this most wonderful and electrical age; and what would come to the white man would come to the black man and his sorrow and his joy would be ours as well.

"The white man's responsibilities to the negro north and south, east and west, should be the same. The southern white man is the negro's friend and the negro in return is the white man's friend because we understand each other. The northern white man is also our friend, but he does not know us and we do not know him. As a race we have been apart 250 years. We are glad to see him but we don't know him. He sold us to the south 250 years ago and now he is indebted to us and should help to educate us but never to tell us that the southern white man is our enemy.

"The Modern Educational and Religious bureau's future program is to hold a psychological institute for 60 days in the largest city in every state covering a period of eight years in order to teach this doctrine once and for all."

Education - 1927

Discussion of.

NEGRO EDUCATION UNDER TEST

Dr. N. B. Young is a veteran Negro educator. His removal from the presidency of Lincoln University is a slight indication of what is going on elsewhere. It has cost him a great deal to do the constructive work that he has done. The cost is still heavier on him as this episode indicates. It should not be forgotten that he has sacrificed time, money and business opportunities for ideals in Negro Education. It must be remembered, too, that he has built well, and he has suffered much on account of an unyielding attitude toward Negro Educational propaganda. We might as well be plain and say that there is a tendency toward subsidizing Negro Education and a number of weak Negroes are used as tools to accomplish it.

The present experimentation in the field of Education is furnishing the occasion for weakening courses, cutting requirements and holding down standards. There is a weakening effect already apparent from it in our teachers and our schools that must tell with disastrous results in the future as is indicated now.

Reporter

We say that Negro Education is being subsidized with Negro molly-coddle educators as the tools instrumental in the process. We say it because unmistakable evidences of it flare too often and too plainly to be interpreted otherwise.

Dr. Young's case is just one of those that happen to be so outrageously flagrant as to get a little publicity and at that, as in other cases, but very little of it has come to the surface.

5-28-27

There is a too apparent weakness in the product of the Negro schools traceable directly to the absence of acquired fundamentals, and it is becoming more common with the increased output. This is not a criticism, it is just the plain truth, and the cause for it lies in the political manipulations that are placing the responsibility for Negro Education on superficial intelligence. We do not enter here into a discussion of the merits of academic culture, but we do say that in far too many Negro schools, where this type of superficial intelligence is holding sway the courses are emasculated, the requirements are conveniently athletic or industrial, the accomplishment a matter of serving time, paying bills, and surfacing over.

Birmingham Ala.

Certainly the general intelligence of the race is increasing; in the nature of things that would happen in a some less degree without increased school facilities. But we regret to say that it is not deepening in good proportion nor is it heightening in good proportion in the fields where the highest idealism and the best technical skill invite the most strenuous effort and the most enduring sacrifices.

Mr. Young is a good example of what happens to the Negro educator who now essays to intensify Negro Education as against the propaganda to extensify it unduly. He is the progressive pioneer type that has helped to make the present progress possible; for this reason he knows the superficialities of it, comprehending the progress in his own experiences. There comes a time when the boasting can not be substituted for accomplishments or degrees for superiority—a time when blood tests are rather far-fetched evidences of animal or any other kind of superiority—a time when men and women of technical knowledge must be needed to make good any claim or superiority; the time when Negroes must think straight through the problems that concern them and figure out the ways and means of their solution; verily, the time when the Negro will be respected more for the ability he proves than for the entertainment he gives or the sympathy he elicits in one way or another, in all, the time of a severe test. The Education that prepares him for this test is his urgent present need, and, if it is any bit different in its effects from that given the fellows whom he must meet in this test, in that proportion he must fail.

We know something of Dr. Young's sacrifices, something of the courage with which he has met the odds in the fight for standards of training fo Negro youth, something of the insidious propaganda that any far-visioned Negro must meet who sees the future education of the Negro youth in terms of intrinsic values untainted by mercenary idealism.

CONFERRING HONORARY DEGREES.

The matter of conferring honorary de grees at college comencements is usuall a cut and dried performance in which th formal honors are bestowed upon som graduate who has followed the accepte lines of his profession and reflected cred it upon his alma mater. Sometim failure to confer a degree is more ant than its bestowal, as was when Harvard University broke the honored custom of decorating the ernor of Massachusetts with that hi in the case of General Benjamin F. Bu ler when he held that position. It was the Governor rather than the University that emerged superior on that occasion.

6-18-27

New York

Nevertheless, there are occasions when the conferring of an honorary academi degree shows fiitness and discernmen on the part of the donors in approval o rare accomplishment or ability on th part of the individual thus honored. A example of this sort was furnished whe Lincoln University conferred the honor ary degree of master of arts upon Leste A. Walton, an active and alert newspa perman, who is a special writer on th staff of the New York World of news relating to the Negro in all walks o activity. Mr. Walton began his caree as a news writer in St. Louis, where h was a reporter for one of the dailies Soon after coming to New York he cov ered dramatic affairs for The Age an became both dramatic editor and manag ing editor of this publication. The recog nition of his varied talents and capacity for forceful and picturesque presentatio of facts in news form by such an institu tion as Lincoln University is both de served and gratifying. This is not the first time that Lincoln University has shown a peculiar aptitude for doing the unexpected in picking out a recipient for its honorary academic degrees. It was the first institution to give the late Booker T. Washington academic recognition by conferring upon him the degree of bachelor of arts. This was early in the career of the founder of Tuskegee some thirty-eight or thirty-nine years ago. Mr. Washington had been invited to deliver an address before the Philosophian Literary Society, one of the undergraduate organizations of the University, and his plea to the students to come on down South, as urgent as the Macedonian call that came to the Apostle Paul, so impressed the faculty, that they endorsed his work with the academical title of A.B.

Lincoln University is termed the oldest colored college in the United States, it having started in 1854 as Ashman Institute by a Presbyterian minister, the Rev. John Miller Dickey of Oxford, Pa. While its trustees have not at all times kept up with the advancement of the race for whose benefit it was founded, the institution has an enviable record in the number of professional men it has con-

Give Nurse Fund to Fight Suit by Colored Doctor

[Chicago Tribune Press Service.]

CAPE TOWN, South Africa, June 28.—The matron at Kimberly hospital where the nurses recently went on strike after refusing to work with native doctors operating on white patients, has received $350 from all parts of the Union of South Africa in contributions to pay for defending the suit brought by the native doctor Molena. A quota of $800 is to be raised. The hospital staff returned to work, but all members have given notice that they will resign.

Chicago Tribune

TIMES
Valdosta Ga
AUG 16 1927

Dr. Sam Small is making an earnest plea for the negroes in the matter of education, and he names many prominent educators in Georgia who are standing with him in the matter. In fact, almost every intelligent Georgian wants the negro treated fairly in this respect. The late Bishop Haygood, however, suffered all but martyrdom for less than Dr. Small is saying on the subject. By the way, the Methodist of Georgia ought to build an imperishable monument to Bishop Haygood.

N. Y. TIMES
AUG 14 1927

STATE MIGRATION OF COLLEGE PUPILS

One Person in Every 212 in the Country Attends a Higher Institution.

SURVEY OF PERCENTAGES

Universities In Some Cases Get Two-thirds of Their Students From Other States.

One person to every 212 in the United States is attending a college or university; the Western States now surpass New England in relative numbers of college students; nearly one-fourth the students attend college outside their home States; colleges in some States receive two-thirds of their students from other States.

These are some of the facts set forth in a survey on the residence and migration of university and college students by George F. Zook, formerly chief of the Division of Higher Education of the United States Bureau of Education and now President of Akron University.

Utah leads all other States in the number of college students residing in the State as compared with the total population. In Utah there is one college student residing in the State to every 99 persons in the State; the District of Columbia is next with one to every 103; Oregon has one to every 121 and Nebraska one to every 126. The median for the forty-eight States and the District of Columbia is 217.

"There are, of course, several factors which give the well-developed States of the Middle West certain advantages over the Southern and Eastern States," says the survey. "In the first place, several of them, including Utah, Oregon, Iowa and Nevada, either have no separate normal schools or only one such institution—a situation which probably tends to increase the number of universities. In the next place, most of these States have only a small negro and foreign population.

"Another interesting fact is the extent to which students in the several States find it necessary or desirable to migrate from their home States to attend colleges and universities elsewhere. On the average, 24.4 per cent. of the college and university students of the United States go outside the State in which they reside to attend college. Naturally there is considerable difference in the extent to which the students of some States migrate as against the practice of students in other States. For example, 90.4 per cent. of the California students enroll in California institutions and 89.4 per cent. of the Texas students go to college in their home State. Other percentages of students attending college in the States in which they reside follow: Oregon, 87.2; Utah, 86.7; Nebraska, 84.3; Minnesota, 82.5; New Mexico, 53.9; New Hampshire, 49.1; Delaware, 48.3; Wyoming, 45.8; Connecticut, 34.1, and New Jersey, 21.1.

Why Do Students Migrate?

"The question naturally arises as to why students migrate from their home States to attend colleges and universities in other States. Data on this subject are very inadequate and of course the motives vary from one State to another. For example, why do the students residing in New Jersey, Connecticut, Wyoming, Delaware and New Hampshire leave their home States in such large proportions? In New Jersey there seems to be an actual dearth of facilities in higher education to accommodate the large group. Furthermore, there is not the variety of curricula offered by several institutions as in other States with a similar population. Finally, of course, many New Jersey students find it fairly convenient to go to New York City or Philadelphia for a college education.

"In Connecticut much the same situation exists. Yale University draws most of its student body from without the State. Outside of this institution there is little variety of curricula offered by the institutions of the State. The State College of Agriculture and Mechanic Arts has not been extensively developed, and, as in New Jersey, short distances make it comparatively easy to reach excellent institutions in other States—as, for example, New York, Massachusetts and Rhode Island.

Facilities Sometimes Lacking.

"In Wyoming the reason for the large migration of students would seem to be due to the fact that there is but one university in the State, that institutions located in other States are often more accessible, and that students may seek higher education in older and more developed institutions located in other States.

"In New Hampshire and Delaware the facilities of institutions in the bordering States probably account for the migration of college students. The development of a State university in New Hampshire may change this situation in the future.

"Notwithstanding the tendency for students from all sections of the country to flock to colleges and universities in Massachusetts, 25.9 per cent. of the students resident in that State go elsewhere to college. It will be remembered that the average for the country is 24.4 per cent. In this instance short distances to institutions in other States and the fact that a State university has not been developed probably account in considerable part for the migration.

"In several of the States the colleges and universities draw their students almost exclusively from their own population. For example, in the Mississippi and Texas institutions 94.1 per cent. of the students reside in these respective States. Ninety-two and four-tenths per cent. of the enrolment in the Oklahoma institutions is composed of residents of the State. Montana follows with 90.3 per cent. In all these States it seems clear that the institutions have not been developed to such a point as to draw students very largely from their sister States. At the other extreme one finds that only 30.4 per cent. of the enrolment in the colleges and universities of the District of Columbia reside in the District. The institutions in New Hampshire enroll only 32.4 per cent. of their students from New Hampshire. Maryland, Connecticut and New Jersey follow with 37.2 per cent., 40.1 per cent. and 48.2 per cent. respectively.

"The tendency for students from all parts of the country to congregate in such States as Massachusetts, New York, Maryland and Illinois results in the fact that in thirty-one of the forty-eight States there are more students residing in the State than there are students enrolled in the colleges and universities located in the State. The most notable example is the case of New Jersey, which has a student population of 13,270, but which enrolls in its colleges and universities only 5,803 students."

T. is Clipping From
Akron, Ga. HERALD
MAY 23 1927

NEGRO WORKER HERE IN INTEREST OF BIG EDUCATIONAL BOARD

Dr. E. B. Mitchell, State Director of Georgia, Is in Augusta to Start Organization Here. Tells Principles of the Bureau

Dr. E. B. Mitchell, state director for Georgia of the Modern Educational and Religious bureau, is in Augusta preparing to begin the organization of the bureau's work here. He has already begun the work in Atlanta, Macon, Savannah, and other Georgia cities. He started Monday on the distribution of literature and the laying of plans for lectures he will deliver while here.

The principles of the Modern Educational and Religious bureau, according to a pamphlet being handed out by the state director, are contained in the following outline:

"The principles for which we stand and have labored for since our organization fifteen years ago—

"1—That the South is the natural home of the Negro.

"2—That the Southern white man is our friend.

"3—That we need to know that, to think that and to feel that and to act it, and any man or woman who teaches otherwise is our greatest enemy—morally, physically and mentally, politically, agriculturally and religiously.

"4—There is no greater proof of friendship than understanding, and if the white man does not understand us in three hundred years, after having reared us and taught us what we know, driven his carriage, tilled his fields, laid down and arose according to his directions for three hundred years, and to now claim that we cannot understand him and must leave for some other section is nonsense. It was the white man that placed us in the Southern section of the country, and these three hundred years has made the South our natural home.

"5—It is very fitting, therefore, for the Negro to remember that it took the white man five thousand years to arrive at his present standing in the world, and that he took us along with him just three hundred and sixty years to share with him in his most wonderful result of our stay with him and under his administration of affairs. It is said that we have outstripped any race or group that ever lived in so short a time. We have fought by him and under him and by his direction in every war that spelt American liberty. Now let us not deceive ourselves, but be patient and not hasty. Let's stop grumbling and go to work; let's lay down undue suspicion and become self-controlling, respect politeness and gratefulness to every man and God and nature will bless us."

Education - 1927
Discussion

EDUCATION OF THE NEGRO IN NORTH CAROLINA

By N. C. Newbold
Director Division Negro Education

(From the Educational Section of The Charlotte Observer, July 31.)

North Carolina has a public conscience. It is trying now, and has tried for years (not always successfully, nor fully perhaps), to be fair and just with all classes or groups of its people. By reason of certain facts in its history (and traditions) it has been difficult to deal justly in providing schools for Negroes. Like the Hebrews of old, the people of North Carolina wandered forty years in the wilderness—the wilderness of poverty and its attendant evils ignorance and prejudice. The period from 1865 to 1900, and even later, was one of great trial, struggle and difficulty. It is next to impossible for a people who are poorly fed, thinly clad, and indifferently housed, to be more generously inclined to their more unfortunate neighbors—white or black.

Highly Spiritual

Happily, however, about the close of the last century, and later, there came a group of statesmen and educational prophets whose leadership was highly spiritual, as well as educational and material. They preached an educational crusade, and declared that education must be universal, and they made it clear that "universal" meant the black child in North Carolina as well as the white child. This movement gave impetus not only to education and spiritual growth, but to economic development as well. Out of it has come within the past decade—ten momentous years—the economic and financial independence of the State. Today, as one result of the fine leadership of Governors Bickett, Morrison and McLean, New York bankers buy our road and other permanent improvement bonds in 10 to 20 million dollar blocks at the low interest rate of 4 and 4¼ per cent for twenty to thirty years.

Economic and financial independence! Those are stirring words! As soon, therefore, as the North Carolina white man began to get upon firm ground economically, when it was no longer a death struggle for daily bread, he at once began to help his Negro neighbor improve his schools. Thus it happens that with the coming of better times, the white leaders of the State, educational, political, spiritual and industrial give their hearty support to the movement for better educational advantages for Negro children. As a prominent former justice of our Supreme Court stated, some time ago, there is a sort of "reflexed happiness" which comes to our white people when they have tried to do their duty in helping to provide schools for Negro children. There is a moral and spiritual quality involved which will no doubt bring honor and glory to North Carolina.

Accomplishments

What has been accomplished in North Carolina in behalf of Negro education?

1. Elementary schools. Schoolhouses are at least a first requisite. Practically the entire system, rural and urban, is in process of being rebuilt. Within recent years 650 Rosenwald schools have been erected in country, village and small town districts. These have cost three and a third million dollars. The Negroes, themselves, and Mr. Rosenwald, have each contributed slightly more than a half million, while the amount from the public taxes is nearly two and a quarter millions. These schools provide rooms for 1,000 teachers and 81,000 children. This is nearly one-third of the total Negro school population.

Outside the State

It is said by some observers that North Carolina has too many Negro colleges for a population of 800,000. However the seven private colleges serve about a half million or more from outside the State. Four years ago there were only 350 attending Negro colleges in North Carolina. This year the number exceeds 1,300. Within three to five years college enrollment will undoubtedly climb to 2,500 or more; by 1940 to about 4,000 or 5,000.

In the United States the average number of college students for each 1,000 of population is 5.04, (in 10 Southern States only 3.14). Should we achieve this average only in 10 years, it would mean about 6,500 in our normal schools and colleges, when we consider our own Negro population and the half million our private colleges serve who live outside the State.

4. Teachers. The State's program for training Negro teachers is a scientifically balanced one. About eight out of ten teachers must work in the elementary schools,—that is in the ratio of about 8 to 2. In fact in the Negro schools at the present time the ratio is 9 to 1. In other words, of each ten teachers in the Negro public schools nine are teaching in the elementary schools and one in the high schools. Of 5,500 or more Negro teachers, in round numbers 5,000 are elementary teachers and only 500 high school teachers. To meet this need the State owns and operates three institutions for the training of Negro teachers in the elementary schools.

Two Normal Schools

Two of these are standard two-year normal schools, graduates of which receive "B" certificates, and one four-year standard college whose graduates receive "A" certificates, and the B. S. degree in Education. One liberal arts college devotes its energies mainly to training high school teachers; and a fifth college, Agricultural and Technical, trains men for teaching vocational subjects in high schools and adult classes under the Smith-Hughes Fund in towns and cities.

In addition to teacher-training activities in its own institutions—the five just described—the State appropriates annually $15,000 for teacher-training in seven private colleges and four private high schools. The State and the institutions agree upon the instructors. The State pays the salaries, organizes and supervises the courses of study offered. This cooperation is heartily entered into by representatives of the State and the responsible officials of the private institutions. This plan has been successfully operated over a period of six years—and it has proven to be one of the best undertakings of the State in the field of Negro education. Indeed, it has not been restricted to the fold of education alone, for the working together harmoniously of the State and these fine private institutions has given strength and tone to the whole matter of race relations in North Carolina. In a very real sense private colleges are a part, and a large part, of the State's program for Negro education.

Some of the private institutions are training teachers for the elementary schools, and some preparing high school teachers, thus helping to maintain what has been called above a balanced teacher-training program for the State.

Teacher-Training

Besides the work of its own normal schools and colleges, and cooperation with private institutions, the State is promoting two other definitely organized types of teacher-training for its Negro schools. These are:—Summer Schools, and Winter Extension Courses. The summer schools are open from six to twelve weeks. They are conducted in State and private institutions, the private colleges opening their doors for this work in the same way, and on the same terms, that the State institutions do.

Teachers can earn from six to fifteen semester hours credit in summer schools, which raises the standard of their certificates and likewise means an increase in salary. Each year about 80 to 85 per cent of the Negro teachers attend summer schools —that is more than 4,000 of the 5,500 or more employed.

The winter extension courses are given by members of the faculties of normal schools and colleges, both public and private, to groups of teachers in the towns, cities and counties. It is possible for teachers taking these courses to earn three to six semester hours certificate credit. Nearly 2,000 teachers, the past year, have taken advantage of this opportunity to advance their certificate rating, and of course to increase their pay.

The certification plan in North Carolina requires 30 semester hours of approved study to raise a certificate from one grade to the next higher. This is the equivalent of one year in normal school or college. The courses of study offered in summer schools and winter extension courses are units of the regular

normal school and college courses.

The salary increases come with the gain of each credit of seven and one-half semester hours, and do not have to wait for the full gain of 30 hours.

Definite Program

It will be seen, therefore, that the State of North Carolina is committed to a definite program for the training of its teachers, Negro as well as white,—definite in two respects, viz.; 1st. It provides opportunities at State expense for their training; 2nd, It offers them increased financial rewards for the better training which they receive.

Six years ago only 24 per cent of the Negro teachers in North Carolina held standard certificates. Now more than 70 per cent do. Thus in the brief space of 6 years 46 per cent, nearly half, of all the teachers, have been lifted above the lowest level of standardization—viz., at least graduation from an accredited high school plus six weeks of special professional training.

At the end of the last school year (1925-26), including college, normal school, and high school graduates with summer school credits, the State certified for the first time in its history a sufficient number of Negro teachers to fill the vacancies for the current year. The number of graduates, all types, with special professional training and granted standard certificates was 714. This means that within three to five years from now the unprepared Negro teacher will go out of business in North Carolina. Even now several counties in the State do not employ below the minimum State certification standard.

In this program there is an opportunity for both the pre-service and the in-service teachers to fit themsevles for better service and increased pay, and these opportunities are available nearly every day in the year.

Negro Education.

Emphasis has been placed upon the subject of teacher-training because of its significant importance. Horace Mann's statement, "As is the teacher, so is the school," is as true today as it was in his time.

5. Division of Negro Education. The Legislature of North Carolina in 1921, created a Division of Negro Education to be a unit in the State Department of Public Instruction. This Division includes 9 persons, 5

Good buildings in towns and cities furnish rooms for another third of the Negro population, leaving about one-third who are still poorly or indifferently housed.

The number and quality of teachers are both much above even five years ago. The average number of pupils per teacher has been reduced to 32.2 in recent years in average daily attendance (enrollment 48.6). Three-fourths of the teachers now have standard State certificates, against one-fourth six years ago. Supervisors are employed in 40 counties, where about two-thirds of the State's total Negro population live. Two-thirds of the salaries of these supervisors come from public taxation—about $25,000 — the other from the Jeanes Fund.

2. High Schools. "The most remarkable high school development of recent times in the United States of America"—so wrote Basil Matthews, the English author, after a visit to North Carolina two years ago. The growth has been rapid. There were only 13 accredited high schools six years ago. Now there are 58. About an equal number of others are doing some high school work. Many of these will become accredited within the next three to five years.

School Enrollment.

Enrollment in all Negro high schools exceeds 15,000, and approximately 1,500 graduated this year from standard schools. Half of this number will most likely enter higher institutions in September next. All of the teachers in these high schools (more than 50) have had a minimum of two years of college,—many of them three and four years of college. A large percentage are full college graduates.

Sixty-five of the towns and cities where these high schools are located have good buildings, 13 are not so well provided, and 24 have poor buildings.

3. Normal Schools and Colleges. The State owns and operates five institutions of higher learning for Negroes, and there are seven private colleges. Two of the State schools are standard normal schools (two years above high school), one of the colleges is a standard four-year institution, another will become standard in 1928, and the other in 1929. The property value of these institutions is approximately two and one-half million dollars, and they receive from the State $250,000 for maintenance annually.

Private colleges in the State are as follows:

Shaw University, Raleigh. Four-year Class A.

Johnson C. Smith University, Charlotte. Four-year Class A.

Livingstone College, Salisbury. Expected to be a Four-year Class A 1928.

Kittrell College, Kittrell. Expected to be Four-year Class A 1928.

Bricks Junior College, Bricks Standard Junior College.

St. Augustine's Junior College Raleigh. Standard Junior College.

Bennett College for Women, Greensboro. Expected to be Standard Junior College, 1928.

All these institutions, both public and private, must meet certain standards, the same as those set up for white colleges, in order to attain State rating. These requirements include equipment, number of students, annual guaranteed income, faculty, curriculum offerings and the like.

Negro Education In North Carolina

Editor of The New York Age:

I have just gotten hold of a copy of the "Crisis Magazine" for June and read the article which you requested me to comment on. To tell the truth, I see nothing in the article to answer. As a matter of fact, the whole article corroborates what I have so often asserted in my letters, viz.: that North Carolina is far ahead of any other southern state in the education of the Negro citizen.

When I was elected in 1915 by the Negro State Teachers' Association as rural school inspector, North Carolina was spending $350,000 annually upon the Negro rural schools. According to the article now before me, through statistics gleaned by the writer, the state spent in 1925-26 for teachers' salaries of the race group, $2,233,083.29.

In 1915, the school property of Negroes in the rural districts was not valued at $1,000,000; whereas the rural school property for the same race, according to the Crisis writer, for 1925-26 is valued at $6,580,770.

Two years ago, Benj. J. Davis, editor and owner of the Atlanta Independent, commenting editorially on the scanty appropriation which the Georgia Legislature voted for Negro schools, asserted that North Carolina appropriated more money annually for the education of its Negro school children than Georgia spent on the education of both races.

When one takes into account the amount the state spends upon the rural education of the Negro child that which it spends upon teacher-training and higher education of the Negro and what the different cities and towns spend for his educational training, I believe the whole amount would total nearly $7,000,000 annually.

By the above statement I do not mean to justify the discrimination made in the appropriations for the education of the two races in the South. And anyone who is acquainted with the real situation here in the South, with its dual system, etc., and expects the appropriations to be the same for the children of both races, as in the North, is a fit subject for a de lunatico commission.

I am not talking about what OUGHT TO BE, but WHAT IS. For the Negro is up against a condition and not a theory in this section of the U. S. A. as any intelligent and sensible person may see.. And without sacrificing any principle he should try to be patient and make the most of the situation until white public sentiment (which is the only law acknowledged here in the South) is sufficiently educated to help better the Negro's condition, educationally and in other respects.

Therefore let us thank God and take courage for the progress the race group is making in the Old North State.

CHAS. H. MOORE,

Greensboro, N. C.

JOURNAL

Flushing - N.Y.

JUN 30 1927

Colored People Hear a Plea for More Educatio

Dr. Johnson, Well-Known Leader, Speaks at Flushing Church

A plea for a better educated race in which he listed seven advantages of learning, was made Sunday afternoon before an audience of colored persons which filled Macedonia A. M. E. Church, Lincoln and Union streets, Flushing by Dr. James Weldon Johnson poet, author and secretary of the National Association for the Advancement of Colored People.

A special program of music had been arranged and was in charge of Mrs. Christine Caldwell, dramatic soprano, and Lyndon H. Caldwell, pianist and holder of the degree of bachelor of music from Syracuse University. Willford King, economist of the National Bureau of Research, was the other speaker on the program. One of the features of the afternoon was the reading by Arna Bontemps, negro poet, of several of his poems.

Dr. Johnson listed the seven major advantages which will come with education as: enable the person to make more money, if the learning is applied; enable him to spend the money wisely; teach him to save. Dr. Johnson advocated the use of the family budget as an aid to saving; advise him how to invest the money saved; promote a more full social life; eliminate wars to a great extent and eradicate many petty quarrels and promoat a better self respect.

"All the conditions in the world are not as we would like to have them," Dr. Johnson said. "For instance there are floods and germs and sickness. The province of education is to show us how to get along in the world as it is and not as we would like to have it."

Education-1927

Discussions.

THE PROBABLE EFFECT OF THE N. E. A. MEETING IN DALLAS

Many of those who attended the meeting of The National Association in Dallas last week saw separate Negro schools for the first time and came in contact with southern ideas of education for the first time. The chorus of The Booker Washington High School sang for it and received probably the greatest ovation ever accorded any school entry on any of its programs. Thousands of visitors visited the Negro schools of the city and their impressions will without a doubt, be mirrored in the attempts at change which they will make in the vicinities in which they reside. That these impressions were many and varied is to be understood from some of the questions which were asked by them. In the majority of cases they were surprised at the cleanliness of the pupils, their evident intelligence, their air of happiness, the type of training of the teachers, the condition of the buildings, etc.

There can be no doubt but that the most universal response to the new sights in Negro schools which these visitors gained was to the effect that the condition of the Negro in the South had been overstated and that the condition of the Negro in the South had been overstated and that the description of him which had for so many years been taken for the truth in other sections of America was false. That was amply evidenced by the generalness of the statements to that effect. Another very definite impression was to the effect that the provision for Negro schools in the south is far below what it should be. Comparisons were freely made by these visitors in conversation with teachers and they were in many cases asked "how can you teach and get such good results with such poor equipment." But probably the only impression received by many of these visitors which will prove dangerous to the race in other parts of the country where segregation is not yet an accomplished fact in the educational system is to be found in the general conclusion that Negroes are happy and satisfied in their separate and segregated condition. This impression will probably persist in the minds of many of those who even talked to teachers in Dallas schools and probably received the impression that all that was lacking in the satisfaction was the inequality of provision for equipment of these schools. It is highly possible that attempts at the segregation of Negro school children will now be made in sections where it never existed before.

The effects of such visits cannot be over-estimated; neither should they be overlooked. This meeting constituted an important step in the process cannot be stopped by the prohibiting of such meetings in the south and the real students of the trend of American thought in regard to the Negro should by no means feel discouraged at the manifestation of the efforts of those most easily influenced by casual study of conditions which can be definitely known only at the expense of deep and careful study. What the reaction of the communities in which separate schools may be proposed cannot be now said. But in the last analysis, the education of American generally to the need of right thinking concerning the Negro is the only guarantee of the consistent progress of the race and the fact that separate schools may be proposed as the result of this meeting is of far less importance than the adoption of the proper attitude by Negroes themselves in such communities and their decision to fight honestly for the convictions which they have in regard to such proposals. And in this connection it may be remarked that Negro school officials everywhere would do well to make attendance at such meetings possible in order that they may have well in hand all of the facts in regard to situations which might be mentioned in such connections. The N. E. A. has met in the southwest and there will certainly be some rather radical re-actions to some of the impressions received here by the delegates. It is more than likely that the presumption of The Express in regard to the form which they will take will be found to have been correct.

Express

HERALD
AUGUSTA, GA.

MAY 23 1927

NEGRO WORKER HERE IN INTEREST OF BIG EDUCATIONAL BOARD

Dr. E. B. Mitchell, State Director of Georgia, Is in Augusta to Start Organization Here. Tells Principles of the Bureau

Dr. E. B. Mitchell, state director for Georgia of the Modern Educational and Religious bureau, is in Augusta, preparing to begin the organization of the bureau's work here. He has already begun the work in Atlanta, Macon, Savannah, and other Georgia cities. He started Monday on the distribution of literature and the laying of plans for lectures he will deliver while here.

The principles of the Modern Educational and Religious bureau, according to a pamphlet being handed out by the state director, are contained in the following outline:

"The principles for which we stand and have labored for since our organization fifteen years ago—

"1—That the South is the natural home of the Negro.

"2—That the Southern white man is our friend.

"3—That we need to know that, to think that and to feel that and to act it, and any man or woman who teaches otherwise is our greatest enemy—morally, physically and mentally, politically, agriculturally and religiously.

"4—There is no greater proof of friendship than understanding, and if the white man does not understand us in three hundred years, after having reared us and taught us what we know, driven his carriage, tilled his fields, laid down and arose according to his directions for three hundred years, and to now claim that we cannot understand him and must leave for some other section is nonsense. It was the white man that placed us in the Southern section of the country, and these three hundred years has made the South our natural home.

"5—It is very fitting, therefore, for the Negro to remember that it took the white man five thousand years to arrive at his present standing in the world, and that he took us along with him just three hundred and sixty years to share with him in his most wonderful result of our stay with him and under his administration of affairs. It is said that we have outstripped any race or group that ever lived in so short a time. We have **fought by him** and under him and by his direction in every war that spelt American liberty. **Now let us** not deceive ourselves, but be patient and not hasty. Let's stop grumbling and go to work; let's lay down undue suspicion and become self-controlling, respect politeness and gratefulness to every man and God and nature will bless us."

MAN WASTE IS MONEY WASTE

For a long time The Call has been condemning the folly of Missouri for neglecting Negro education, saying that the worth while young men and women go out of the state for the education they cannot get here, and having found out what a poor deal Missouri gives its citizens, they stay away ever afterward. This elimination process continued a few decades, has lowered the average of our Negro citizenship markedly, as compared with other states where the state's responsibility to educate all its citizens is recognized.

Call

10-21-27

From this yawning abyss of ignorance and the crime which is its natural, inevitable result, salvation will come whenever states recognize that education has money value. Missouri has lost whatever the men and women have done who went away for their education.

In proof that The Call has reasoned right about Missouri and Negro education we cite the following taken from a report dealing with the education given the race in one North Carolina school.

"It is argued by its president and founder, Dr. Jas. E. Shepard, that the school is of distinct economic value to the state. 'Young men and women wtih the necessary ambition and qualifications for leadership have heretofore "gone North" for their college education," he states, "and having done so, remained in the North after completing their education. Now, with college facilities in the state, such young men and women will remain in the state of North Carolina to secure their education, and a large proportion of them will remain in the state to become future leaders in their group after completing their education. Thus, to North Carolina, will accrue the benefits, social and economic, resulting from their presence and activities in the state."

MISPLACED COLLEGE STUDENTS

The dean of Emory University is tired of make-believe in education and politics, or so we gather from a speech made by him at Tuskegee Saturday, for in that address he said:

> The popular demand for universal higher education is bunk. In every freshman class there are many students who are incapable of assimilating the type of education which the particular institution offers. If a student is not fitted for higher education it is unfair to the student and unfair to such an institution to permit him to remain there.

Other types of students which should be eliminated, he said, are the capable but lazy student and the cheat, while the steady, plodding student ought to receive more attention than he has heretofore.

Manifestly this is the truth. We believe, moreover, that a majority of educators will admit it; in fact, some institutions even strive to eliminate the unfit at the gate, and turn them back to save them and their parents humiliation, and to get them out of the way of the fit. Nevertheless, it is one of the questions which generally is soft-pedalled in public, not only by educators, but by politicians and many sentimental lay doctrinaires. It appears that they are afraid of public opinion; they assume that people are touchy and unreasonable whenever it is hinted that all men are not intellectual equals in a democracy. But this, too, is bunk. The people have common sense. They have observed their neighbors and learned that it is really true that some are fit and some are unfit, that some are smart, some are dull, some are mediocre. In recognizing this truth the people are in advance of their leaders.

People who design and carry into effect the educational policies of the State and nation—that is to say, educators, politicians, editors and others—ought to be frank enough with themselves and frank with those whom they would lead in regard to this very matter. They ought to say to the public: "We have been wasting your money and our time in trying to impart the Higher Learning to a right considerable percentage of the students in our colleges. Our method of selection has been too liberal. We have wanted to please the highest possible number of people, but we find this needlessly expensive. It crowds our inadequate dormitories to let all these youths in. This is unfair to those who cannot take what we have to offer; and it is unfair to those who could take it if only we could find room for them."

Instead of taking offense, the public, we dare say, would reply: "Good! We've known that all along. We are glad our leaders have at last discovered it. Much obliged."

Geneva Commission Studying Methods In Negro Colleges

Preliminary to Proposed Building of Similar Institutions in South Africa

NEW YORK, March 2 (Special release).—After visiting the principal race institutions of higher learning in the United States, two members of Mandates Commission of the League of Nations, will return to Europe to plan for the building of similar institutions in South Africa. It may be under a thatched roof or it may be under the tropical sky, but the boys and girls in Africa are to be taught the same lessons as the boys and girls at Tuskegee, Howard, Lincoln and other United States colored universities and colleges.

Race School Best

Mrs. Anna Wicksell, of Sweden, and her son, Prof. S. D. Wicksell, of Lund University are the two League representatives who have been studying Negro colleges in America.

Out of the whole world the United States Negro schools have been chosen as the most advanced in giving adequate well-rounded training to pupils and prospective teachers according to Mrs. Wicksell. Mrs. Wicksell has charge of the education in all mandated territories under the League of Nations, and she carried the report of the mission to the Mandates Commission and the report also has been taken up by a Committee appointed by the British Government to draw up a new educational plan for all English colonies in Africa, including the mandated territory.

Studies Practical Schools

Mrs. Wicksell has come to the United States upon the invitation of the Phelps Stokes Fund and is studying the practical working out of the curriculum in Negro schools, after which she will report to the Mandates Commission and to the governments of all mandated territories.

As the only woman member of either of the two commissions provided for under the Covenant of the League of Nations, Mrs. Wicksell has also watched for six years the work of women in connection with the League.

Mrs. Wicksell returns to Europe in May, but her son will remain to lecture for four months at the University of Michigan on mathematical statistics.

hours at banking affairs, and then devotes several hours more to advisory duties in the law firm which includes three generations—himself, his son and his grandson, a State Representative.

A walk every afternoon follows the General's day at the office. Reaching home, he reads awhile and retires by 8:30, to "get down to the office on time" the next day.

JUL 28 1927

DUPONT PASTOR WRITES HISTORY OF EDUCATION IN THE UNITED STATES

Traces History of the American Educational System from Start

PLANS TO OPEN COLORED SCHOOL

Ambitious for DuPont Colored Population

By Reverend D. A. Hamilton

The word "education," from the Latin "educare," in its original sense meant to lead forth and the development of all the powers of the individual. The school systems of all enlightened countries today recognize this meaning of education, and provide for the development of all the powers of the individual — physical, intellectual, and moral.

In the March issue of the "National Republic," published at Washington, D. C. John T. Tigert, United States Commissioner of Education, writes on the development o fthe American school system from Colonial days to the present time. He writes thus:

"The present system had its beginnings in a law passed by the Quaker colony of Pennsylvania in 1638, requiring that all children be taught so that they may be able to read the Scriptures and write by the time they attain twelve years of age; and that they be taught some useful trade or skill, that the poor may work to live, and the rich if they become poor may not want . . . ." In 1647 the General Court of the Massachusetts Bay Colony made it obligatory upon every township to establish and provide a master to be paid for by the parents or by public tax.

American System Develops

"As time progressed we see the gradual abandonment of English ideas of schools and methods of instruction, and the building up of a distinctly American system of free, tax-supported schools, secular in character with the dominant idea of building an enlightened citizenry." Although the United States Constitution made no mention of education, the Federal government has continued to encourage State and territorial enterprises in that porticular field.

The period of great awakening came between 1835 and 1861. Such figures as Horace Mann, creator of a State Board of Education in Massachusetts; Henry Barnard of Connecticutt, first Commissioner of Education of the United States; A. Bronson Alcott, the publisher, and father of Louisa Alcott; Robert Dade Owen, and many others were responsible for extraordinary advances in the educational field. The one room district school flourished at this time, and still composes over half of the total number of public schools in the country—275,000 in number.

High Schools Are Founded

Before 1890 the high school came into being, and the stress was laid on secondary education as the "minimum essential" for good citizenship. Agricultural education dates from 1862, the first teachers training school was established at the University of Iowa in 1873, and it was here that psychology and child study began to play a part in the new science of education. The first kindergarten was established by the wife of General Carl Schurz, who had been a pupil of Forbel in 1855, although various other experiments had been tried before this time. In 1873 the first public kindergarten was established in connection with the public schools of St. Louis, Missouri. The Federal Bureau of Education dates from about this time.

The rapid strides made since 1890 have gone far to establish the truth of the slogan: "Equal educational opportunities to all." More than two billion dollars a year are spent on public education in the United States.

DuPont To Have School

In relation to the particular work in my care, that is, the colored school at Port DuPont, I may say that the future outlook is favorable. We have in this community about twelve colored children whose parents are anxious for them to have an education and who seem to be interested in education themselves. There is one thing more effective in education than school building, equipment, or education methods and machinery, and that is an educational spirit, the desire for knowledge, and for the power to accomplish that knowledge gives. This the colored people of Port DuPont and their children have in abundance, and this spirit will go far toward making the school which it is hoped to establish in the fall a success.

Education-1927

Discussions.

COLLEGE INTER-RACIAL RELATIONS PRESENTS PROBLEM

Laziness And Social Activity Among Causes

With the increase of race students at white universities, there has grown up a so-called race problem. Such mal-adjustments follow with the increase of large numbers of race students in these schools. Many of the students are not familiar with the customs, traditions and mannerisms of the university life in which they must function. Scholarship is low and there is racial antagonism and apathy at every point of contact. A score of years ago such conditions did not prevail. The few Negroes who went to northern white colleges were familiar with the traditions of the group in which they moved. Their intelligence was sufficient and they were able to meet the stresses and strains of the scholastic goals of the larger institutions. During the last decade, however, with the increase of enrollment the same problems which have confronted white students have been prevalent among race students. Lower I. Q.'s, laziness, increasing social activity, the high cost of college education, the lack of self-confidence, and the inferiority complex have all served to create a situation calling for adjustment.

Columbia, Too

Prior to the war, Columbia University seldom felt the spark of this twentieth century problem. Negro girls were refused rooms in Whittier Hall; Southern white women occasionally failed to take their turn in dancing and swimming classes with our girls. The students as a whole and the faculty were courteous and unaware of our presence. Our students of that day plunged into the life of this institution unaware of their identity. However, during the last few years, with the greatly increased number of Southerners of both groups, the situation has become intense. A Negro student who stayed in the men's dormitory was threatened with violence; a flaming cross was set up on Morningside Heights, and Negroes were at first refused tickets to the annual men's dinner of Teachers' College. Many other flares were felt. The above-mentioned circumstances are indeed regrettable, but they can be traced to some things which might be prevented. One of the most alarming, harassing and harmful attitudes for any Negro to have is to be aware of his identity in an institution which is, for the most part, free of prejudice. Students oftentimes in their adolescent ravings dream dreams which are fancy rather than fact. There is an old adage which runs something like this: "Never be the occasion of your own segregation." In spite of this well-recognized dictum, some upstart organized a Negro Students' Club at Columbia, and a committee was formed on inter-racial relations. Such maneuvers certainly are violations of the traditional democratic attitudes and customs of this institution. This fact was borne out by the movement which was later started to open up the Negro club to students of all races, and to turn the club into a seminar for the study of inter-racial relations.

Scholarship Low

In a recent study of the scholarship and intelligence of our students at a Western university it was found that seventy per cent of our group fell in the lower three-tenths. A study by the writer of the scholarship of the Negro fraternities in Northern schools showed that fraternity scholarship fell in the lower fourth. An authority who has given this whole matter of our scholarship in these institutions much thought, said that he was convinced there was too much social life and not enough study. The fraternities could do no better thing than to call a joint conference on this whole matter.

Some years ago in one state institution a Negro who was a member of the band was placed in jail to prevent him from accompanying the band on a football trip. Students were barred from the swimming pool and R. O. T. C.; and when a committee waited on the president, he dismissed the whole affair by saying that Negro students were treated better at his institution than they were in a neighboring state institution.

Telling Authorities

Amelioration of race relations at this institution was brought about largely through the agitation of a radical sheet known as "The Vagabond." In the same institution the first race girl, who was about to graduate, was also approaching motherhood. It happened that the prospective father was a race boy who was also a senior. The Dean of Women and the university authorities in general were previously, very proud of the young woman but when she lodged a complaint against the young man with the student affairs committee, the Dean of Women declared disgustedly that she would never take any further active interest in our girls The tendency of our students to rush to university authorities with every difficulty which confronts them within their own group is untimely, and serves as a thorn in the flesh.

At one college a schism developed between the Negro fraternities and sororities, and the young men stooped to such a low level as to get out a sheet setting forth certain alleged immoral conditions among the young women. The young women carried their grievance to the university authorities.

When a thorough study is made of all of the facts, our students themselves are responsible for a large part of the maladjustment. Social, moral and hygienic conditions of the fraternity houses are not what they should be. There is an air of laziness and laxness prevailing. Many of the graver conditions grow out of the lack of common sense on the part of the students themselves, and the query may safely and sanely be asked, "Should many of our young people be encouraged to go to these schools?"

ONE-FIFTH OF NATION AT SCHOOL

A Huge Total of 27,000,000 Enrolled In Educational Institutions In the United States

WASHINGTON, D. C., Nov. 2 — From tots to 'teens, from the kindergarten to the university, all over the land, school has "taken up" and almost one-fifth of the nation's population is back at the desk and the blackboard.

The Federal Bureau of Education estimates that rural schools, opening in October, have brought the total to more than 27,000,000 students enrolled in educational institutions for the ensuing school year.

A vast majority, approximately 21,000,000 pupils are found in elementary and public schools. Registrations in the public high schools are placed at about 4,000,000, privately operated elementary schools have 2,000,000 students, and private high schools and preparatory schools, 350,000.

College and university students constitute a figure approximating the 1,000,000 mark. Teacher-training schools have an enrollment of about 300,000. In only one branch of education has there been a marked decline; business colleges have lost about one-third of the attendance which leaped to a peak by the influx of thousands during the war period.

Disposition of Funds for Education Urged

A conference for discussion of the disposition of funds for education was held October 14, in Washington D. C. by representatives of various organizations under the auspices of the bureau of education, Department of the Interior, in the bureau's office, it has been announced orally by the commissioner of education, Dr. John J. Tigert

Those who took part in the conference were: Messrs. L. M. Favrot of Baton Rouge, Louisiana, and Jackson Davis of Richmond, Virginia, representing the General Education Board; Mr. W. T. B. Williams of Tuskegee Institute, Alabama, and Dr. J. H. Dillard of Charlottesville, Virginia, representing the Slater board and Jeanes board; Dr. Thomas Jesse Jones of New York City, representing the Phelps Stokes board, Messrs. George R. Hovey and Charles L. White, both of New York City, representing the American Baptist
M. J. Holmes of C
the board of educa
ist Episcopal chu
of New York Cit
American Missiona ome ass a-tion; R. M. McGranahan of Pittsburgh, Pennsylvania, representing the board of home missions of the United Presbyterian church; R. W. Pallin of New York City, representing the American Church Institute of the Protestant Episcopal church; David E. Over of Baltimore, Maryland, representing the National Baptist convention, Baptist church, unincorporated; J. A. Bray of Birmingham, Alabama, representing the general conference of the Colored Methodist Episcopal church.

Interviews 30 Students From 9 States; Different Reasons Given For Change

Courier Seeks to Establish Real Reason Why Race Students Are Flocking to Northern Schools.

(Editor's note: At the suggestion of The Courier's Special Feature Editor, Mr. Harcourt Tynes, native of the Bahamas, graduate of the College of the City of New York (B. S.), and Columbia University (A. M.), and now teacher in the New York City public schools, interviewed a number of colored summer students in New York last summer to ascertain just why they came North to study and what difficulties they found after arriving here. Mr. Tynes interviewed 30 students from nine states and the results are given below. It is the Courier's belief that this article will prove enlightening to those interested in current social and educational problems. Mr. Tynes is also a member of the Intercollegiate Association of New York.)

By HARCOURT A. TYNES

NEW YORK, Nov. 17.—The northward migration of Negroes has apparently given stimulus to students and teachers of our group; they have in the past five or six years also come in large numbers to the schools of New York City both during the summer sessions as well as the regular winter terms. Because of this ever-increasing host one is inclined to ask such age-old questions as: What benefit is derived from studying at Northern institutions? What difficulties or handicaps are experienced by Southern students who attend these institutions? Since such findings were to be the basis of this article, these questions were put to 25 or 30 students and teachers from nine Southern states, one Western and one Northern state. In every case the student or teacher questioned had studied in a Southern school. I prefer, therefore, to let some of these characters speak for themselves.

Five students who received their high school training in Baltimore, Md., were approached. Two of these felt that the slight difficulty they experienced in entering school in this city was due to attempts at adjustment. The "strangest of things" and the newness of the work were problems they had to solve. Asked if these difficulties might have been due in part to faulty high school curriculum, the answer was "no." Two more felt that it was a pleasure to be doing work here since they got inspiration from contacts with students and teachers in their departments—a thing they were and are deprived of in their own schools. They were quite able to adjust themselves to methods employed in the institutions here. The fifth person felt that his only difficulty came from stage fright. Hearing so much about Northern schools and their standards one is inclined to regard his own efforts as too insignificant to be of any worth. Not until he became more accustomed to conditions here—enabled now to evaluate worth correctly—was he able to do his best work. He did not have any difficulties due to faulty high school curriculum.

One student who received her early training in Virginia later went to Nashville, Tenn., where she found herself quite handicapped in languages and science. Coming to New York she found herself laboring under greater difficulties because her school was not considered on a par with the colleges up here. Another student from Virginia was so greatly handicapped on coming here that she feels she received very little benefit from her Southern schooling. Questioned further, however, she admitted that what she lost in credits she gained in inspiration to go on, and in cultural and social development. It was a case of inspiration versus subject matter where the gain of the former counterbalanced the loss of the latter.

A student from Georgia had no difficulty in adjusting himself at a Negro school further north (Washington). On coming to New York he found that he gained nothing in hise line at either of these schools but inspiration to go and this inspiration has shaped his future career.

One student from Connecticut went South after finishing his high school work. Upon returning North and entering one of the universities he felt that he had lost by going below the Mason and Dixon line. A student from Winston-Salem, N. C., who having had exceptional advantages there, had no difficulties here. She feels that in her work here great personalities have stimulated and inspired her to follow her particular line of endeavor.

A student from a Dallas, Tex., school came further East (Washington), then finally to New York. At this city he learned "how to study," and how to find himself. He prefers the Northern institutions for study as such but feels that the contacts at the Southern schools are invaluable to members of our group.

Education Week—and What About Our Illiterates

As this is Education Week it seems a good time to talk about illiteracy—not exactly a new subject and in some instances not a very popular one. From time to time the ENQUIRER-SUN has been called hard names in some quarters because it has insisted on emphasizing Georgia's illiteracy quota instead of making efforts to hush it up and cover it over, thus losing any chance of decreasing it through the assistance of aroused public opinion. However, we have been asked by the state superintendent of schools to discuss the state's educational needs during the week that is set aside for this purpose by the governor, so perhaps we may be forgiven for dragging up the old bete-noir of some Georgians—the percentage of white and black illiterates of school age in this state.

We have before us the last issue of the *Georgia Education Journal*, which is the official organ of the Georgia Education Association. It is edited by Kyle T. Alfriend and the leading educators in the state contribute to it. Therefore it may be taken by the most skeptical as reliable in all that it says about our educational status. In the current issue is a map of Georgia with the figures on illiteracy for each county supplied by State Superintendent Duggan. We learn from it that in this state there were at the last census 3,127 white children and 12,346 colored children between the ages of 10 and 18 who could not read or write. We are not given the figures on adult illiterates but in 1925 Prof. Coulter of the Department of education of the University of Georgia, in a bulletin issued by the University, gave the number of illiterate voters in this state as 261,294. As he put it, "Georgia stands first in *native-born illiterates*. She has more native-born illiterates than fifteen other states combined." We fear that not much has been done in the past two years to reduce this quota of adult illiterates.

In the meantime, the legislature of our neighbor state, Alabama, has appropriated $50,000 for annual expenditure to remove illiteracy, and as county and city school-boards are authorized to make similar appropriations to meet state expenditures, it will probably mean that $100,000 will be spent annually in Alabama till illiteracy is wiped out. This is a superb gesture on the part of Alabama and one that should make Georgia do some heavy thinking. Is there any reason why Georgia cannot keep up with Alabama in a fight against ignorance? None that we know of except the indifference of its voters and the apparent inability of its legislators to follow recommendations of the late Superintendent Land who urged the last legislature to make an adequate apportionment for illiterates and also urged that a system of tax revision be worked out so that all educational needs of the state might be properly financed. Those of us who can read will remember just how closely the legislature followed out these vital and sensible suggestions of Superintendent Land. Our more than 200,000 adult illiterates, not being able to read the news, are ignorant of the injustice done them.

The county superintendents of schools in Georgia are doing the very best they can to reduce illiteracy, even to wipe it out before the 1930 census. We have before us a copy of *University Items* which was issued sometime during the past summer, in which there is a communication from nearly every county superintendent in the state carrying a pledge to tackle juvenile illiterates with redoubled zeal. Many of these superintendents tell of encouraging progress in reducing the number of school-age illiterates. But just as bricks cannot be made without straw, so schooling cannot be provided without money, and in several statements from county superintendents we are told that classes for adult illiterates are taught entirely through volunteer effort, teachers giving their services for nothing. This is not right or just. No teacher should be asked to carry this extra burden. Others say "our law needs fixing" or "we have no funds for this work" or "we are doing what we can with the help of our Kiwanis club and P. T. A."—*not* "with the help of our *state*."

And while Georgia is waiting for its "laws to be fixed" or for "special funds" to be provided or for special teachers to be paid to teach illiterate adults from funds provided by the state, rather than over-burdening those already burdened and accepting their extra work without extra compensation—while we are stumbling along these devious routes, Alabama is striking out on the broad highway of common-sense, its illiteracy program made possible of realization through adequate financing.

Education - 1927

Discussing

DETROIT, MICH.
Saturday Night
DEC 17 1927

Negroes Seek New Emancipation

Leaders of Race Hope Education Will Enable Its Members to Win a Place in the Sun: How Colored and White Pupils Compare in Detroit

By H. O. Weitschat

(This is the third of a series of articles dealing with various phases of the "Negro problem" in Detroit. Another will be published next week.)

IT is quite generally agreed that education is the magic key which will open to the Negro of Detroit the doorways leading to the land which now figures only in his yearnings. Not such a land as the creator of coon comics would draw, with watermelons dotting the landscape, chicken dinners served free, and crap games flourishing in odd corners. That is the kind of thing that hurts the black man who thinks seriously of the future of his people—to think that others will regard him only as a figure of mirth.

The heaven on earth he pictures as being just outside the closed doorway is one in which he will have fair opportunity to employ his talents in useful pursuits, and in return for his efforts will receive the comforts and the pleasures of life that come to useful persons.

He knows he can not attain this new status at once. The great masses of his people have not had the opportunity to develop sufficiently to command such a status. Education will lift them to the higher level, and once having attained it, they feel that they will be strong enough to crawl from under their burdens, free to make their own way.

What is the Negro's opportunity to obtain a fair education in Detroit?

If the Negro adult's chance of earning a living were as good as his child's chance of walking out of a high school with a diploma, race troubles would be greatly minimized. Detroit is giving to her colored children the same opportunity she offers to white-skinned youngsters. In fact, they can't escape going to school.

What's more, the city's school system is struggling with a Negro education problem that really doesn't belong to it. It is something that has been thrust upon it by certain southern localities where they don't exactly make a hobby of bringing learning to the blacks.

In Detroit, Negro children, as a whole, are further retarded in their education than any other class. A survey some years ago gave their percentage of retardation as 17.07. But here is the important "ketch"—the backward colored students were not Detroit-born. They came largely from the states that yielded so generously of their black population at times when Detroit factories were clamoring for help.

The Detroit-born colored students were on a par with white children. Mississippi, Georgia and Tennessee, the states from which most of the black labor was drawn during the days of cannon-making, gave us the colored school children having the poorest ratings. Mississippi's contribution took the palm, her representatives being 25 per cent behind in their school standing. Georgia came next, with a mark of 21 per cent. The Tennessee contingent was 19.77 per cent below standard in the amount of schooling it had absorbed.

Michigan-born black boys and girls were but 4.76 retarded, a figure much better than that shown for some white children of foreign-born parents.

It would seem, in the face of these facts, that if the younger generation of colored folks is making slow progress, educationally, the fault lies not with our school system.

"COLORED children, started in school at a proper age, do not constitute any special problem for us," said Frank Cody, superintendent of schools. "If they have any limitations, they are traceable usually to faulty environment. As a class, these children are as bright as the average. But those who come from southern states without the proper start, do constitute a problem. It is unreasonable to take a child of 10 or 12 years, with virtually no schooling, and expect him to make up the lost years."

Even these unfavored ones are being given special attention in Detroit. They are placed in classes for subnormal or under-privileged children.

It is estimated that there are about 10,000 colored children in the city's public schools. In two schools, the Wingert and the Bishop, more than 75 per cent of the enrollment is colored. The two schools furnish a graphic illustration of the influence of environment on educational progress.

The Wingert school is situated in the Tireman Avenue colored district, inhabited largely by the more prosperous class of Negroes. The Bishop draws its pupils from the old St. Antoine district, the first nesting place of the newly arrived Negro, and the permanent abode of the colored man who fails in the struggle to advance.

In one district dwell many of the colored folks born in Detroit, who have enjoyed fair educational opportunities and who are eager that their children shall develop intellectually. In the other are parents who have but recently come from the southland, unschooled themselves, and unable to understand the importance of obtaining for their children the advantages denied their elders. In the one place are homes that are modern and well maintained; in the other are wretched places in which numerous families double up, where the environment is unwholesome and the opportunity for normal development does not exist.

Comparative tests in the two schools produced these findings:

Out of 757 colored children in the Bishop School, 16.77 per cent were three years or more behind in their school work. Out of 671 in the more favored Wingert School area, only 7.89 per cent could be found in this class.

In the Wingert district, the white and black children show virtually the same ratings. A half-dozen schools in districts peopled mostly by foreign-born residents, produced a greater per cent of retarded pupils than the Wingert.

From these figures, it seems that only one conclusion can be drawn: Given decent surroundings, the colored child will advance intellectually at a pace comparable to that of the white child. The irony of the situation is that two-thirds of the colored population is in the St. Antoine district, whereas the Tireman district represents but a small fraction of it.

Compulsory education requirements make it fairly certain that a large share of the advantaged colored school children will be graduated from high school. Some of them will go on to institutions of higher learning. Here will be ample material from which to draw the leadership of the Negro group in years to come. Well trained leaders are scarce today. Most of them are drawn from other states. Detroit as yet has not raised its own crop.

The Detroit schools employ close to 50 Negro teachers. This number is regarded as low in proportion to the colored population, yet the school officials cannot be fairly charged with discrimination. The percentage of Negroes educated in the north who seek training as teachers is very small. Those who come from the south, believing themselves qualified, learn that the standards accepted there are too low for Detroit.

In the Wingert School there is not a single colored teacher. The arrangement is satisfactory to whites and blacks alike. If colored teachers were concentrated in schools having a heavy colored enrollment, charges would soon be made that steps were being taken to segregate the races, and school officials are agreed that attempts at segregation would breed nothing but strife.

ASIDE from the task of providing an elementary education to the younger Negro population, Detroit schools are providing older groups with training that will add to their earning capacity. Many boys go from grammar schools to Cass Technical High School. Scores who work during the day attend evening classes at this school. Grown-up colored folks form a relatively large part of the enrollment in evening schools. Recent figures show that 900 out of 16,000 adults in evening schools were colored.

In addition to the public school system, the Y. W. C. A., Y. M. C. A., churches, and colored social organizations are taking a hand in advancing the intellectual standards of the race. Most of these agencies conduct special classes.

Classes in literature, the drama, painting, and other arts are scattered through the city's colored districts. They are conducted for the most part by educated Negroes who take no tuition fees.

For the grown-ups, uneducated colored man or woman, too old to revise the habits of a lifetime, there seems to be only faint hope of advancing to a higher level, except as they will benefit from community efforts that improve the colored population as a whole. Industrious and thrifty they may be, but their opportunity is limited, for reasons explained in previous articles.

For children now in public schools, and for those graduated in the last few years, the future is brighter. They are or have been part of an educational system that has managed to give them as much as the white child receives, and with comparatively none of the troubles that creep into other activities in which the races come together.

There has been but one serious trouble in which the race issue has been raised in the school system in the last 10 years. That involved the discharge of a Negro high school teacher. The less informed spokesmen of the colored race immediately raised the cry that he was thrown out because he was black. The fact was that he stood accused of a charge which would have barred him from any school, white, black, or yellow. When the more enlightened leaders of the colored group learned the truth, they wisely squelched any further agitation.

INDEPENDENT
Anderson S. C.
DEC 8 1927

FORMER SUPERINTENDENT OF EDUCATION HERE WAS IN ANDERSON YESTERDAY

J. B. Felton, former superintendent of education of this county, now connected with the state department of education, stopped in the city yesterday on his way to Pendleton where he will inspect the industrial school for negroes.

Mr. Felton said that these schools are fostered for the purpose of training negroes to become better fitted to care for themselves. In this school negroes are taught to sew, cook, and to do various things about the home that will make life more comfortable for them.

Most negroes are not capable of receiving a literary education, according to Mr. Felton, and for that reason a school is provided in which they can learn to do practical things well.

In speaking of the purpose of education, Mr. Felton stated that it should help one to find the particular things one has an attitude for doing and to teach that particular thing well.

"One of the most skillful surgeons in the state," said Mr. Felton, "told me that he was teaching all of his children to make a living with their hands, that is a good idea."

They still have bicycle races in New York, but no one knows what for.

All work and no play makes jack

Assuming that greater opportunity will be offered the colored person in business and industry as the years go on, there is cause for optimism in the knowledge that there will be a constantly increasing number of well trained young Negroes to take advantage of these opportunities.

The fruits of educational work among the colored folks may not be ready for plucking yet, but students of the race problem look forward to a rich yield within the next decade.

Detroit's Negro Problem.

To the Editor of SATURDAY NIGHT:

I HAVE read Mr. Weitschat's articles on the Neg[illegible] problem with a great deal of interest. This is because of my personal experience with Negroes during a period of about eight years which took in the time preceding, during and after the great influx of Negroes to the north.

My father was in business for nine years in the district which became the first thickly settled Negro areas in the city. Here I observed at first hand the pre-war Negro, the influx during the war, and the condition of those who remained in the post-war depressison period. The misery which prevailed generally during the last period was unimaginable among the Negroes. During the war period, when wages were high and employment plentiful, the Negro, especially the recent arrival from the south, spent his earnings lavishly. Very often they refused to accept small sums in change, such was their ignorance of the value of money or the wisdom of thrift. You can well imagine the situation these people found themselves in at the sudden and violent depression which came with the ending of the war.

I can safely say that the few Negro families who lived in the neighborhood, before the great influx, were not looked down upon or at least their presence was certainly not resented by their immediate neighbors. These Negroes bore themselves in a mannerly fashion were unobtrusive, but not servile, and kept their homes in a decent condition.

Mr. Weitschat's articles make it plain that the presen problem concerns itself with the two most importan phases of present day economics—housing and employment. As for the latter I know only as much as th average person, and that is that when there is an employment problem for the white population that problem is several times as great and as serious with th Negro population. I cannot agree with some who clai that this is altogether a color question. I see it as natural result of economic laws. When the demand fo

[illegible] a finan- [illegible] asses of [illegible] st and this [illegible] gest number. [illegible] Negro [illegible] yet, to a great extent, enter[illegible] the ranks of skilled labor. I doubt that at the present day Negroes lost their employment in greater percentage than whites in the same labor classification.

I think our attention is more easily directed towards the Negro because of the difference with which the problem is presented. It always becomes a "race" problem. I venture to say that there has been as much privation and suffering among large numbers of the white population of the city during the past year as there has been among the black. Neither do I think the Negroes have contributed a larger proportion of major crimes than the whites.

I can write with more definite information on the housing situation. I am certain that the problem is not one of lack of housing facilities. Nor can I agree that the Negro is being forced to pay excessive rental. He is perhaps politely rebuked by a high rental if he attempts to rent in a district or from a property owner who does not desire Negro tenants for reasons of prejudice or fear of the loss of value of property should the neighborhood become a Negro settlement. We cannot blame the property owner for protecting himself. But in the settled Negro districts I know that rents are not excessive, and there is no shortage of houses. In fact, property owners are afraid of losing tenants resulting in a vacancy which may last for several months. We have property in the Negro district on the east side within the mile circle and the highest rent paid at the present time for a five room flat is $40 and there are many to be had for $35.

I DO not wish to give the impression that this district or these houses are of the type requiring the descriptive powers of a highly imaginative real-estate salesman but they can all be made clean, comfortable homes. They all have electric light and gas, sanitary toilets and bath, and for the protection of the property value are kept in good repair. They do not have furnace heat. At one time, and not so very long ago, this district was populated by the best middle-class families of the city, and many men now prominent in the civic and financial life of the city were born and raised here.

My sympathies are with the Negroes because they have not had time enough to be educated in large numbers and they have not reached the plane of living or the standard of conduct which the whites require. The generation now in the public schools will be as different from their parents as the immigrants' American born children are different from theirs. The "race" problem, as such, is a bugaboo, and if it is not mentioned no one will fear it. Time and education will solve what problems there are within the next generation.

Sincerely yours,

M. H. MARKS, M. D.

4100 Joy Road, Detroit.

A Primitive Negro Church in Northern Michigan

WHEREVER you find American Negroes in any numbers, you find churches. This place of worship, built of second-hand lumber and partly covered with tar paper, is to be seen at Peacock, a metropolis of perhaps 25 domiciles in Lake County, this state. The furniture is equally primitive, the pulpit being made from a large drygoods box, while the pews are rough benches made from planks. The seating capacity is perhaps 30 or 40, in view of which it might be argued that the bell is the biggest thing about the structure. But a loud bell is doubtless necessary, as many of the worshippers live back in the woods. It is to be wondered what specious arguments induced the colored folk to settle in this inhospitable part of Michigan. It is all right in summer, but when Christmas rolls around—well, even the hardiest white folks would be likely to admit that ole Alabam' would look pretty good.

Education - 1927

Discussions.

THE GOVERNOR RESORTS TO DEMAGOGY

A newspaper that is supporting Gov. Graves' $20,000,000—beg pardon, $36,225,000—schoolhouse bond scheme, reports the Governor's Scottsboro speech in part as follows:

> Gov. Graves asserted the rich counties of Jefferson, M[illegible] Montgomery, and the Black [illegible]ity of Dallas, where Mr. Mal[illegible]ve a nine-months school t[illegible] negroes, while the white [illegible]ack-son County, of the [illegible]erican blood, have had but [illegible]ge of 94 school days per year. [illegible] that such a condition was not in [illegible] interest of continued white supremacy; that in the industrial competition of the future the educated negro would have a better chance to succeed in a material way than would the under-educated white child.

It remained for the Governor of Alabama to inject a note of specious demagogy and sectionalism into a campaign which should be fought out on economic grounds. Gov. Graves, who is first of all a politician and never wholly above a demagogic appeal, has injected politics into this campaign, as we have more than once shown. Now he has dragged the discussion down by injecting race prejudice and sectionalism. This man, who should be the Governor of all the people, white and black alike, should also be too proud to play upon the prejudices of classes and colors for the sake of political advantage. But he is not, as anyone can see. He has deliberately injected the race question, and he has deliberately appealed to the sectional spirit of our people. He has tried to array the so-called "white counties" against his own native Black Belt—and on a false premise in each instance.

It is a pity that some bold citizen, sitting in Gov. Graves' audience at Scottsboro, did not think to interrupt him to ask him a question somewhat after this manner: "Governor, last year as a candidate, while asking the 'white counties' for their votes, you promised them to redistrict the State. You were going to take a Senatorship away from Lowndes and give it to some one of our white counties up here in North Alabama. You made quite a point of this. But after your inauguration you not only neglected to redeem your pledge to us, but you frowned upon the only effort made in the Legislature to redeem that promise. A bill to redistrict the State was introduced, but we have been informed that you caused it to be withdrawn or snuffed out. Why? And if you would forget that pledge, what assurance have we that you will keep your pledges to us about education?" Such questions would have been very much in order.

It is most unfortunate that Gov. Graves, in his desperation, should have felt under compulsion to raise the race bogey. The Governor of Alabama ought to be a healer, not an irritant. He ought to stand up as the protector and defender of all races, the weak as well as the strong. He ought not to lend the weight of his official influence to the cause of fear, suspicion and prejudice—particularly on a false premise.

If the counties of Jefferson, Montgomery and Dallas have some nine months schools, they should not be jeered for it. They have paid for them out of their own pockets. Each of these counties pays more into the State Treasury, and to the school fund than it draws out. If they are willing to tax themselves sufficiently to provide nine months schools, they should be applauded. There isn't a nine months school for negroes in the rural sections of either of these counties, and Gov. Graves knows it. The rural negro is not yet economically strong enough to have as long school terms as his white neighbor, and Gov. Graves knows it. In Dallas he has one six-months rural school due to the Julius Rosenwald philanthropies. Most of them are three and four months schools.

To show the humbuggery and speciousness of this address by the Governor of Alabama, it remains only to point out that if the bond issue should pass and $20,000,000 worth of new buildings should be erected in Alabama, not a single school term would be lengthened on account of it. This proposed fund is not to lengthen school terms, but to construct buildings. It follows, then, that there is no force in the Governor's cry that school terms for negroes in the Black Belt are longer than school terms for white children in white counties. This isn't a fact in the first place, and in the second the bond issue would not alter the situation if authorized.

Finaly, there are honest, zealous friends of educational progress on both sides of this question. They have disagreed over the economics involved in this proposed bond issue. But they ought not to be embittered by campaign oratory. They ought not to be alienated from one another by demagogic political leadership. They ought to be held in peace together so that after this campaign is over they can stand shoulder to shoulder for continued educational progress. We beg of Gov. Graves to do nothing more to array class against class in Alabama when the victims of such unenlightened leadership can only be the school children of this State.

Education – 1926

Discussion.

STANDARD

Sikeston, Mo

JAN 21 1927

We have heard of very little enthusiasm among our people for the talked-of Industrial School for negroes. Our people recognize the fact that to educate negro boys and girls along the lines of producers instead of professions is the proper thing for their salvation, but to bring more into this section is the question that is not approved. To put these boys and girls to work half of the day and in school the other half is the proposition and all to be kept on the farm unless calls come from town to use some of them for help in homes the half day they are to work.

SALEM O. NEWS

Jan

YEARNING FOR KNOWLEDGE

During the past sixty-five years ten thousand negro men and women have obtained degrees in universities and colleges of the United States, and have produced research work of the first rank. There are now 34,000 negro churches with more than 4,000,000 members, and these churches are independent and self-sustaining. In addition to this, American negroes since their freedom from slavery acquired property in this country to the value of $1,800,000,000, and now own 34,000 square miles of land. They boast several universities devoted exclusively to the educational training of their race, one of which has an enrollment of 2,000 students. That is Howard university at Washington City. It is the largest cultural institution for colored people in the world.

It is highly significant that the amount o illiteracy in the race in America has been reduced since emancipation from 90 to 22 per cent. Nothing could offer more convincing proof of the desire of the colored race to achieve that which it was so long denied—educational advantages. To illustrate this yearning for knowledge Howard university points out that 85 per cent of the 2000 students there wash dishes, tend furnaces, cut lawns and do various other tasks to earn their expenses while attending school. Faculty members serve unselfishly, working more for the honor and glory that comes through the opportunity to be of service to their fellows than for the actual financial remuneration attached to such work.

As deplorable as they were, the conditions surrounding the colored race a half-century ago are not without their rewards. Today members of the race are in position to realize the chief stumbling block in the progress of the race after it was freed from slavery. Today they realize that education, not simply the ability to read and write, but a substantial education, is the one thing they must have if other things working to their disadvantage are to be overcome. Fifty years ago only ten out of every 100 colored people could read and write. Today only 22 out of every 100 are unable to do so. It has been, all handicaps considered, the most wonderful advancement yet to be recorded by any race. That it is not pausing, but is still going forward is made plain by the annual reports of such institutions as Howard and Tuskegee universities

Higher Paid and Better Trained Teachers

Too much emphasis cannot be given to the agitation for increased standards of certification and higher salaries for teachers, given point at the meeting of high school superintendents and principals at William and Mary College last week. It was the opinion of Dr. William C. Bagley, of the Teachers College, Columbia University, that an increase in the general salary scale of teachers will result in better fitted men and women in the profession.

There is no denying the fact that the general salary scale of the American school teachers is a poor commentary upon our country's appreciation of values. Teachers must undergo years of preparation for their work. Those who fit themselves for teaching in the high schools and colleges not only have to complete courses of study that take them over a prolonged period of years at a great expense, but are required to continue their studies even through vacation periods. Then, after all of this preparation and training, their salaries in their chosen profession will not in most cases amount to as much as is paid a first-class bricklayer. Every other profession in the world is dependent upon that of teaching, yet it is an ironical fact that teaching is about the lowest paid of them all. Hoary headed professors are amongst us who have given their lives to building men and women, actually building the nation's greatest values, who see their pupils of yesterday drawing down salaries in their various professions doubly as large as the professor can ever hope to have. It is a wonder that the American people do not rise up and demand that this situation be changed.

But think how much more pitiable is the plight of the Negro teacher whose salary is, in the South, below that of the whites. In our local school system we have teachers who have put through four years in high school, four years in college and one or two years in post-graduate studies, who draw a maximum salary of less than $125.00 a month. The time will come when American parents, in sheer defense of the education of their children, must demand that this ironical situation be altered The ranks of the nation's teaching force ar not going to be recruited with well trained men and women in sufficient numbers to meet the increasing demand until a salary is paid in keeping with the dignity and importance of the profession.

VOCATIONAL GUIDANCE

Our college fraternities may yet find definite places for themselves in our scheme of things. For the decade that they have been in existence, and have been functioning they have floundered around trying to prove that they have a right to exist. And through this floundering they have struck upon the only means by which they can be of service to the Race.

The last few years have seen these plans take definite form until they are beginning to have the influence upon our national life for which they are intended. For instance, we have one fraternity now in the midst of its "Guide Right" movement, a concerted effort to influence the youth of the Race to prepare himself for the vocation in life for which he is best fitted. Another fraternity conducts annually a "Go to High School and College" drive, which is self-explanatory. Still a third urges the Race to study "Negro history," which also has a definite result in that it adds to our estimation of ourselves.

There is still another field in which these fraternities could interest themselves. It is the field of business and trades. Why can't our fraternities come together on the slogans for the youth to "Learn a Trade" and "Go Into Business"? The trade can serve as an excellent provider for the man who wishes to learn a profession. With the money earned from plastering, carpentering, plumbing, printing, or any of the trades, the individual is enabled to attend any professional school during the regular terms. And he always has his trade to rely upon, no matter what his profession. That we need businesses is also above comment. This is an industrial age, and independence can be assured only through our business successes.

All of these will contribute to a unified Race at a time when unity is most desired. All are essential to our progress and are absolutely necessary to helping us reach the goal we have set for ourselves. And all these moves deserve encouragement and careful attention.

COST OF EDUCATION OF WHITE AND COLORED IN THE SOUTH

We print below an article appearing in our daily papers, an accurate report of cost of education in South Carolina which would represent the situation quite well in at least eight of the Southern States. We anticipate that gradually this discrepancy between the races will be lessened and that school funds will be handled more impartially.

Our friends who read this will see how much greater is the demand for private schools and educational help for our colored youth if they are to have an equal opportunity with the white youth in educational advantages. They not only have more crowded conditions under each teacher but the surroundings for the most are depressing in comparison. The teacher has not equal qualifications and is underpaid. The school equipment is inadequate, and the school year shorter by one-third or more. The report reads as follows:

The State of South Carolina spent $80.55 for every white pupil in the public schools during the school year 1925-1926, the department of education has revealed in statistics made public here. This cost was figured on the basis of average attendance; on the basis of enrollment, the cost per child was $59.03.

For negro pupils, the cost per capita was $10.20, according to attendance, and $7.05 on the basis of enrollment.

The per capita cost for both races, in the basis of average attendance, was $42.27, as compared with $33.78 on the basis of enrollment.

For the preceding school year, the per capita cost for both white and negro children was $46.34 on the basis of attendance, and $32.33 on the basis of enrollment.

The average number of pupils in each white school, according to enrollment, was 129 but the average attendance was only 94. In the negro schools, the average attendance was 68 per school out of an enrollment of 98.

The number of pupils to each teacher in the white schools averaged 28 on the basis of the number enrolled, but only 21 on the basis of attendance.

In the negro schools, the average per teacher was 55 on the basis of enrollment and 38 on attendance.

The average length of session was 171 in the white schools of the whole state and 116 in the negro schools, the average for both races being 144 days.

AFRICAN NEGROES NEED PRACTICAL EDUCATION

ON the fact of it, many may ask, what is practical education? That is a reasonable question. Many thinkers dealing with it would give many answers, most of them differing the one from the other. And here is some explanation of the mystery of man, which is the greatest mystery with which we have to deal, although the mystery of God has been placed in the forefront in all ages of which we have record, and for purposes of confusion, because we can come at the mystery of God not at all unless we first solve the mystery of man, "in the image" of whom, He said in the beginning, "let us make man, in our own image, male and female." The story is told of the philosopher Diogenes, that he went about the streets of Syracuse with a lighted lantern. When a neighbor asked him what he was hunting for he said he was hunting for "an honest man." The times were so corrupt that his neighbor did not stop to discuss the matter, but he would have stumped the philosopher if he had told him to search himself, as he would not find an honest man among his neighbors unless he found him in himself. That is to say, "Know thyself." How many of us do? Most of us imagine that we do, and are effectually blinded by our ignorance, and are constantly going farther astray by seeking elsewhere for what we desire and have within us, or in our homes.

Education may be defined as practical when it teaches a person how to make the most of his talents in building a foundation for himself and for his family, and for the people of the times in which he lives. Striving to do this along the lines of least resistence often defeats its purpose, as accomplishment, perfection and supremest enjoyment in what has been gained comes only by ceaseless aspiration and striving for what we desire. We never properly appreciate what we get without effort, what comes to us as an inheritance or in indirect ways. It is the way of the world, but few understand and never cease to complain of the opposition and difficulties they have to overcome, instead of striving ceaselessly and courageously to overcome and to triumph. Super-men in our times, like Sun Yat Sen, Mahatma Gandhi, Benito Mussolini and Marcus Garvey, first get the vision and then master the education they need to accomplish their purposes. And men like these succeed where they seem to fail. They sow the seed but do not always live long enough to enjoy the fruitage; they reach the Jordan, as Moses did, but they do not always pass over to the other side.

What the Negro needs everywhere is practical education, and the Universal Negro Improvement Association has planned to give him such an education at the Universal Liberty University on the James River—an education that will teach him to know himself and to properly evaluate his social, civil and economic resources. The first thing is to teach him to know himself and his resources. When he knows these all other things will come easy to him. Before the World War the Germans were the most highly educated and specialized people, and not only led the world in literature but in the arts and sciences, which they applied as well to philosophy as to productive industry. If they overreached themselves in the effort to conquer all others less educated than themselves, less masterful, they but followed in the footsteps of those of Babylon, Greece and Rome, who went out beyond themselves to find what they possessed within themselves, and thus lost everything. The ancient world was synonymous in its culture with Egypt, the mother of literature, arts and the sciences, and they would all have endured to the present if they had been content to enjoy their own splendid resources instead of seeking to conquer others and to enjoy what others possessed. The disposition to covet the possessions of others existed long before it was prohibited as a vice in the Ten Commandments. But man learns little by experience. If the master wants it he goes out to get it, by fair or foul means, but they have always to pay for wronging others. The Christian nations are falling into the trap of desiring what others have and making a fearful mess of the inheritance transferred to them by the word of Paul, "the chief Apostle to the Gentiles of Japhet."

The practical education which the Negro needs will teach him first to know himself and his resources and then how best to use them to his own and not to the advantage of others. The white races have learned this lesson and are conquering everything by reason of it; but when they abuse the conditions of the trust they are thrown down and destroyed in the evening process. And the evening process is one of the most insistent and persistent forces in evolution. Let us encourage the Negro to secure the education he needs, and the Universal Negro University on the James River is the place for members of the Universal Negro Improvement Association to make their best effort at such encouragement. Charity begins at home, you know.

Eastman, Ga., Times-Journal

JAN 2 0 192

Unrest Noted Among Atlanta Negro Students

Philadelphia, Pa., January 16. — Wallace A. Battle, president and founder of Oklahoma Industrial school at Okolona, Miss., in a statement issued here today took notice of the dissatisfaction among students regarding the management of some of the private schools and colleges for the education and training of negro young men and women. He instanced recent unrest at Fiske university and Atlanta university.

"For the last half dozen years there have been vivid evidences of 'new freedom in schools' which, in negro private schools, I should call anarchy and mob violence," Dr. Battle said. "Not less than one-half of our private schools and colleges have either been through or are naw passing through some form of mutiny and anarchy."

"If there are real grievences, redress should come in an orderly way through two-thirds of the students in signed petitions to the president," he suggested. "Should this fail, the same petition should go to the president of the board of trustees in annual session. If the students can not accede to the wisdom of the board then during the summer vacation let them choose each for himself the institution whose rules and regulations best suit his requirements."